

**NORTH EAST  
SCOTLAND  
COLLEGE**



**Board of Management  
Meeting of 5 October 2015**





## **NOTICE OF MEETING**

A meeting of the Board of Management will take place at 1400 hours on Monday 05 October 2015 in Room G10 at Aberdeen City Campus.

### **MEMBERS OF THE BOARD OF MANAGEMENT**

Mr. D Anderson  
Ms. K Anderson  
Ms. A Bell  
Ms. S Brimmer  
Ms. S Cormack  
Mr. D Duthie  
Mr. I Gossip  
Prof. J Harper  
Mr. J Henderson  
Ms. C Inglis  
Ms. S Masson  
Mr. K Milroy (Chair)  
Mr. D Russell  
Ms. A Simpson  
Mr. A Smith  
Mr. S Smith  
Mr. R Wallen  
Ms. K Wetherall

### **IN ATTENDANCE**

Ms. E Hart, Vice Principal – Human Resources  
Mr. R Scott, Vice Principal - Finance  
Ms. P Kesson, Minute Secretary  
Ms. P May, Secretary to the Board of Management

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## **05 October 2015**

### **Agenda**

#### **1 Apologies for absence**

#### **2 Minute of previous meeting**

- 2.1 Minute of the meeting of 08 June 2015 (paper enclosed)

#### **3 Matters arising from previous meeting**

- 3.1 To be raised at the meeting

#### **4 Report to the Board by the Regional Chair (paper enclosed)**

#### **5 Report to the Board by the Principal (paper enclosed)**

#### **6 Reports by Chair and Standing Committee Chairs**

- 6.1 Meetings of Standing and Ad Hoc Committees (paper enclosed)

#### **7 Equality and Diversity Briefing (no paper)**

#### **8 Matter for decision**

- 8.1 Equality and Diversity Policy (paper enclosed)

#### **9 Matters for discussion**

- 9.1 Report by the Investment and Project Committee (paper enclosed)
- 9.2 Report by the Governance Steering Group (paper enclosed)
- 9.3 Joint Audit Committee Event (paper enclosed)
- 9.4 Internal Audit Programme 2015-16, 12 months to 31 July 2016 (paper enclosed)
- 9.5 Contest and Prevent Duty (paper enclosed)
- 9.6 Planning Event (paper enclosed)
- 9.7 National Collective Bargaining (oral update)

#### **10 Matters for information**

- 10.1 Outcome Agreement AY2016-17 (paper enclosed)
- 10.2 Action-learning Project Update (paper enclosed)
- 10.3 Partnership Matters (paper enclosed)

#### **11 Summation of Business and Date of Next Meeting**

#### **Reserved Items of Business**

#### **12 Matter for discussion**

- 12.1 Meetings of Standing and Ad Hoc Committees – Reserved Items of Business

#### **13 Summation of Reserved Items of Business**

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## **Draft Minute of Meeting of 08 June 2015**

The meeting commenced at 1400 hours.

**PRESENT** – D Anderson, A Bell, S Brimmer, S Cormack, D Duthie, I Gossip, K Gravells, J Harper, C Inglis, S Masson, K Milroy (Chair), D Rennie, D Russell, A Simpson, A Smith, R Wallen  
**IN ATTENDANCE** - R Scott, P May, P Kesson

Prior to the commencement of the meeting Mr Milroy, on behalf of the Board, thanked Mr Dunn for his two terms of service as a representative of teaching staff on the Board.

Mr Milroy welcomed Ms Masson (teaching staff representative) and Mr Russell to their first meeting of the Board.

Mr Milroy paid tribute to Mr Rennie and Ms Gravells for the significant contribution they had made to the Board during their term of office as student representatives. On behalf of the Board and the Senior Management Team Mr Milroy wished them well in their future studies.

### **1. Apologies for Absence**

Apologies were received from J Henderson and S Smith.

### **2. Presentation on College IT Systems**

Members received a presentation on the College's IT systems and related developments from Mr Matthew, Head of IT and Technical Services, and Mr Hykin, Director of IT. Information was provided on the three main phases of the IT merger programme and the College's IT Strategy. Members were informed that work would be taking place over the summer period to solve ongoing operational problems.

Mr Milroy thanked Mr Matthew and Mr Hykin and asked that Board Members be provided with a further update in six months' time.

### **3. Minute of previous Meeting**

The Minute of Meeting held on 09 February 2015 was approved.

### **4. Matters arising from previous Meeting**

#### **4.1 Student Accommodation**

Mr Wallen informed Members that accommodation had been sourced for UOGITTS trainees for AY2015-16 but, unfortunately, OPITO could not advise the College at this time how many trainees would require to be accommodated, and as such the accommodation could not be secured.

#### **4.2 Applications**

Mr Wallen informed Members that in comparison to the same time last year there was currently a 10% reduction in student applications for AY2015-16, and added that it was thought that this was primarily due to young people staying on for a further year at school.

### **5. Report to the Board by the Regional Chair**

Members noted a report by the Regional Chair providing information on: Colleges Scotland Governance; tackling educational inequality; Colleges Development Network – Board Members' Day; and attendance at meetings.

It was agreed that feedback would be provided in due course by those Members attending the upcoming CDN Governance Event.

## **6. Report to the Board by the Principal**

Members noted a report by the Principal providing information on: Aberdeenshire Council; Chief Executives'/Officers' Forum; Regional Skills Strategy; College Curriculum Advisory Group; new quality arrangements; Associate Assessors; and management arrangements.

Mr Wallen commented that the College's approach to filling vacant posts was to consider internal appointments in the first instance.

## **7. Reports by Chair and Standing Committee Chairs**

### **7.1 Meetings of Standing and Ad Hoc Committees**

Members were informed that approved minutes of meetings of Standing Committees that had been held since the last meeting of the Board of Management had been circulated in hard copy to Members as appropriate.

Mr Milroy invited Members to comment or request further information on the business transacted in the Standing Committees and Ad Hoc Committees of the Board of management.

There were no matters raised by Members.

## **8. Matters for Decision**

### **8.1 College Budget**

Mr Duthie, Mr Gossip and Mr Smith declared an interest in this item by virtue of their roles as Directors of ASET.

Members considered matters related to the College's revenue and capital budgets.

Information was provided on: the period of transition as a result of reclassification of colleges; financial stewardship; Scottish Funding Council funding allocations; revenue budget for 2015-16; and capital plan.

Mr Scott provided further contextual information on reclassification; changes to the financial environment in which Boards operate; fiscal and financial year-ends; and the position regarding reserves.

Mr Scott informed Members that, on the basis of the budget presented, the College is expected to break even and meet the targets set by the Scottish Government.

Mr Scott commented that a major consideration for the budget going forward will be the reduction in income from ASET.

Mr Milroy commented that there are a number of high level risks which will require to be monitored.

After some discussion the Board noted the information provided in the paper; adopted the revenue budget for the academic year to 31 July 2016; and adopted the capital plan for the three financial years to 31 March 2018.



### **8.2 Rural and Remoteness Funding**

The Board considered implications for the review of rural and remoteness funding.

Information was provided on: the background to the funding allocation; review of funding; costs of serving a rural area; and review of the premium.

Mr Milroy reminded Board Members of the pledge that was made to those in rural areas of the region that there would be no reduction in access to provision, and that removal of the funding could damage the high regard the College is held in rural communities across the region.

After some discussion it was agreed that a letter from the Board would be sent to the Scottish Funding Council reinforcing the region's case for continuing to receive rural and remoteness funding. It was also agreed that the issue would be brought to the attention of local MPs and MSPs and Aberdeenshire Council.

It was agreed that an update on the matter would be presented at the next meeting of the Board.

### **8.3 National Collective Bargaining**

The Board considered a paper providing information about progress in relation to National Collective Bargaining.

Information was provided on: the background to national collective bargaining; progress to date; 2015/16 Pay Claims; next steps; and the draft National Recognition and Procedure Agreement (NRPA) between Scottish FE Colleges and the Educational Institute of Scotland (EIS).

Mr Milroy commented that considerable work had been undertaken by key parties in the College sector to reach the current position, and advised that the Board of Colleges Scotland endorsed the position that has been reached.

Members noted that the introduction of the NRPA was expected to reduce the flexibility that Colleges have to adopt salaries and other terms and conditions appropriate to their local circumstances e.g. NESC salaries are amongst the highest in the sector to reflect the high cost of living in the region, but are made affordable by adopting efficient working practices.

Mr Milroy advised that, following recent clarification from the Scottish Government and Colleges Scotland, the advice which has been received is that all colleges should sign up to the NRPA. Mr Milroy recommended that the Board adopt the NRPA.

Attendees noted past discussions in the region relating to a North East Scotland weighting.

After some discussion the Board adopted the NRPA as presented, but with the various reservations made in relation to the context of the agreement.

It was suggested that it would be beneficial for the College to speak to NHS Grampian regarding their experience of pay harmonisation.

### **8.4 Programme of Meetings AY2015-16**

The Board considered and approved the establishment of a programme of meetings for the Board and its Standing Committees for AY2015-16.

Members requested that the dates of significant events (e.g. awards ceremonies) be added into the Programme.

### **8.5 Programme of Board Visits AY2015-16**

The Board noted and approved the proposed Programme of visits for AY2015-16.

### **8.6 Governance Steering Group**

The Board considered and approved the establishment of a Governance Steering Group.

Ms Bell and Mr Duthie volunteered to join the Steering Group.

### **8.7 Board Member Policies**

The Board considered two policies which relate directly to Board Members.

Members approved the proposed Recruitment and Selection Policy for Board of Management Members subject to the inclusion of a reference to Scottish Government policy relating to a gender balance on the boards of public bodies.

Members also approved the proposed Induction Policy for Board of Management Members subject to the inclusion of an opportunity for new Members to meet informally with existing Members, and to a history of the College being provided.

### **8.8 Board Policies**

The Board undertook a review of the Risk Management Policy and the Strategic Planning Policy for which it is responsible.

Members approved the updated Risk Management Policy.

It was agreed that the Strategic Planning Policy would be amended to include an appendix detailing external stakeholder input into the College's strategic planning process to ensure a clear understanding of the College's operating environment and that the Policy would be brought back to a future Board Meeting for further consideration.

It was agreed that the two policies should be cross-referenced to each other and be next reviewed in 2018.

### **8.9 HR Policies**

The Board considered the College's Anti Bribery Policy and the Whistleblowing Policy.

A number of comments and suggestions were made. Members asked for some procedures to be clarified and for responsibilities to be assigned to identified post holders. The Principal advised that further work on the Policies would be undertaken and additional legal advice would be sought. Members requested for the Policies to be brought back to a future Board Meeting for further consideration.

## **9. Matters for Discussion**

### **9.1 The Living Wage**

The Board noted a paper providing information on the implications of becoming an accredited Living Wage Employer.

Information was provided on the costs to the College and to College contractors.

Members agreed to the suggestion by Mr Milroy that the current position be retained and reviewed at a later date.

### **9.2 Board and SMT Policies**

The Board noted a paper and its appendices providing information on policies which the Board, one of its Standing Committees, or the SMT, is responsible for approving.

Members agreed that no amendments were required for the approval of any policies.

Members also agreed that an annual report detailing SMT policies that have been reviewed and reapproved should be presented to the Audit Committee.

### **9.3 Report by the Investment and Project Committee**

The Board considered the work of the Investment and Project Committee.

Mr Milroy reported on the business conducted by the Committee at its meetings on 17 March and 19 May 2015, at which the project to redevelop engineering technologies training facilities at the Fraserburgh Campus was discussed.

### **9.4 Information on Outcomes of Internal Audits**

The Board considered the way in which the outcomes of internal audits are addressed.

Information was provided on: the contract with Wylie & Bisset to undertake internal audits; communicating outcomes; and possible changes to improve communication.

Members approved the suggested changes to improve communications and asked for a review of these changes to be undertaken in due course.

### **9.5 Board Self-evaluation Report**

The Board considered and adopted the amendments which had been made to the Board's Self-evaluation Report following a meeting held to discuss the Report on 19 May 2015.

### **9.6 Students' Association Trustee Board Membership**

The Board noted that the proposal to appoint a Board of Management Member to the Students' Association Trustee Board had been given due consideration by the Trustees but had been declined.

The Principal informed Members that a review of support currently provided by the College to the Association is currently being undertaken.

It was agreed that if a significant issue arose, the Board would not be averse to a Trustee attending a meeting of the Board of Management.

## **10. Matters for Information**

### **10.1 Audit Scotland Report Recommendations**

The Board noted a paper highlighting recommendations for college boards included in the recent Audit Scotland Report "Scotland's Colleges 2015".

### **10.2 SFC Action-Learning Project Update**

The Board noted a paper providing information on the College's progress in relation to the Scottish Funding Council's on-going Action-Learning Project.

The Principal reported that the presentations recently given by the three pilot colleges to representatives from a number of Scottish colleges, Education Scotland and the SFC had been very well received.

### **10.3 Vision and Values Implementation – "One College"**

The Board considered and noted information on the implementation of the College's Vision and Values.

Information was provided on the programme of work being implemented to create a shared culture for the merged College. Members also noted the results of a recent survey seeking the views of staff one year after merger.

### **10.4 Equality Outcomes**

The Board considered and endorsed the Equality Outcomes Report.

Members noted that the College has been commended by the Equality Challenge Unit for work undertaken in taking forward the Vision and Values.

## **11. Summation of Business and Date of next Meeting**

The Secretary gave a summation of the business conducted. The next meeting of the Board of Management is scheduled to take place on Monday 05 October 2015.

## **Reserved Items of Business**

## **12. Matters for Discussion**

### **12.1 Meetings of Standing and Ad Hoc Committees**

Ms Hart joined the meeting for discussion of the next item.

### **12.2 Overpayments**

Ms Hart left the meeting at this time.

### **12.3 Animal Care Provision**

### **12.4 Aberdeen Skills and Enterprise Training Limited – Report by Chair**

## **13. Matters for decision**

### **13.1 Premature Retirement Policy**

### **13.2 Sale of the Site of the former Balgownie Centre**

### **13.3 Local Government Pension Scheme (LGPS) – Discretionary Functions Policy**

**Additional Reserved Item of Business - Strictly Private and Confidential**

**Business and Community Development/College Activity Target**

**13.4 Report by the Remuneration Committee**

The meeting ended 1725 hours



## **Report to the Board by the Regional Chair**

### **1. Introduction**

- 1.1 The purpose of this paper is to update the Board of Management on recent developments in the FE sector and at the College.

### **2. Letter of Guidance AY2016-17**

- 2.1 The SFC recently published the Letter of Guidance for AY2016-17 which it received from Angela Constance, Cabinet Secretary for Education and Lifelong Learning. The Letter sets out the Scottish Government's expectations for the funding it provides to the SFC.
- 2.2 The Letter advises that the Government's high-level strategic objectives for the further and higher education sectors remain essentially unchanged from those detailed in the previous Letter of Guidance:
- Highly efficient and effective regional structures for colleges, including structures in multi-college regions
  - High-quality, effective learning
  - Access to education for people from the widest range of backgrounds
  - Learning which prepares people well for the world of work and successful long-term careers, and in doing so supports our ambitions for economic growth
  - Internationally competitive and impactful research
  - Effective knowledge exchange and innovation including excellent university/industry collaboration
  - Meet the challenges set out by the Developing Scotland's Young Workforce report
  - Address the underrepresentation of women on the governing bodies of colleges and universities and at senior levels, and gender balance among student intakes for some key subjects.
- 2.3 The Letter can be accessed on the SFC website -  
[http://www.sfc.ac.uk/web/FILES/About\\_the\\_Council/Letter\\_of\\_Guidance\\_to\\_SFC\\_for\\_academic\\_year\\_2016-17.pdf](http://www.sfc.ac.uk/web/FILES/About_the_Council/Letter_of_Guidance_to_SFC_for_academic_year_2016-17.pdf)

### **3. Demonstrating the Economic Value of Scotland's Colleges**

- 3.1 A recently published report by Economic Modelling Specialists International (EMSI) demonstrates the ways in which Scotland's colleges create value including increased earnings for learners; additional tax revenues for government; lower unemployment; upskilling; and increased productivity in the economy.
- 3.2 The Regional Chair represented the College at the launch of the report by the Cabinet Secretary for Education and Lifelong Learning. Representatives from Colleges Scotland and EMSI acknowledged NESCol's example in undertaking similar work for the North East and advocating for the Scotland wide study. It is anticipated that other Regional Boards will also undertake regional studies.
- 3.3 The Report highlights that Scotland's colleges contribute £14.9bn to the Scottish economy each year, representing 8.8 per cent of the total economic output of the nation.

3.4 The overall findings also show that:

- Every £1 that learners pay for their education at college yields £6.30 in higher future wages. This translates to a 14.8% annual return on their investment
- Society will receive £6.30 in benefits in return for every £1 invested in Scotland's colleges. The average annual return on investment is 16.4%
- Taxpayers see an average annual return of 15.6% on their investment in the sector. The corresponding benefit-cost ratio is £5.70 in benefits returned for every £1 in costs
- The investment of £1.2bn by learners to attend Scotland's colleges in 2013-14 will deliver a present value of £7.4bn in increased earnings over their working lives.

3.5 The Report can be access on the Colleges Scotland -

<http://www.collegesscotland.ac.uk/Demonstrating-the-Economic-Value/demonstrating-the-economic-value-of-scotlands-colleges.html>

#### **4. Attendance at Meetings**

4.1 The Regional Chair has attended various meetings since the last Board Meeting, including:

- Colleges Scotland Board and Committee Meetings
- Regional Chair Meetings
- Scottish Government's Programme Board for Developing Scotland's Young Workforce.

4.2 In addition the Regional Chair has also:

- Assisted the Regional Chair for Lanarkshire in the recruitment and appointment of a new Regional Board for Lanarkshire
- Assisted the Chair of Glasgow Colleges Regional Board in the recruitment process for an Executive Director to the Regional Board
- Participated as a panel member at workshop held as part of the Scottish Learning Festival.

#### **5 Recommendation**

5.1 It is recommended that the Board note the contents of this report.

**Ken Milroy**  
Regional Chair



## **Report to the Board by the Principal**

### **1 Introduction**

- 1.1 The purpose of this report is to provide the Board of Management with information about significant recent activities.

### **2 Full-time Enrolment**

- 2.1 The College has now enrolled 6,777 full-time students against a target of 6,710. (This is the net effect after allowing for those students who enrolled but then did not subsequently take up a place or who enrolled and then transferred to another course.)
- 2.2 This is a larger number of full-time students than last session – and also means that the College met its full-time target at an earlier stage in the session than in many previous years. More full-time students will be enrolled later in the session.
- 2.3 This means that the College is in an advantageous position with regard to meeting its overall activity target (which also includes targets for part-time, work-based and open-learning activity).

### **3 Sessions with local partners regarding Developing the Young Workforce**

- 3.1 The College is working to develop sessions with a range of local partners to focus on the Developing the Young Workforce agenda.
- 3.2 A session involving Aberdeenshire Headteachers and officials, staff of Skills Development Scotland, Jobcentre Plus, a range of employers and relevant senior staff of the College has been scheduled for 29 October 2015 at the new Ellon Academy Community Campus (where the College has a learning centre).
- 3.3 A similar session has been proposed to Aberdeen City Council, but as yet they have not responded.

### **4 College Development Network (CDN) Awards**

- 4.1 The College has been shortlisted for three CDN awards, in the categories of Learning and Teaching, Employer Engagement and Essential Skills:
- the Learning and Teaching award recognises a college that has implemented imaginative and creative ideas to improve the quality and effectiveness of learning, teaching and assessment;
  - the Employer Engagement award recognises creative approaches that a college has taken to enhance employer engagement activity that supports the ambitions of Developing the Young Workforce;
  - the Essential Skills award recognises a college that has introduced imaginative and inspiring ways which ensure that students develop essential skills.
- 4.2 Winners will be announced at an awards dinner in November 2015. Three staff of the College (two Faculty Managers and a Curriculum and Quality Manager) directly involved in the submissions will attend the event.

### **5 Recommendation**

- 5.1 It is recommended that the Board note the contents of this report.

**Rob Wallen**  
Principal



## **Meetings of Standing and Ad Hoc Committees**

### **1. Introduction**

- 1.1. The purpose of this paper is to assist the Board of Management to consider the business conducted at meetings of the Board's Committees.

### **2. Background**

- 2.1. The Board's Governance Manual states that "Minutes of meetings of Committees of the Board shall be presented to the next available meeting of the Board".
- 2.2. The inclusion of this item of business as part of the agenda of meetings of the Board of Management provides the Chair and Committee Chairs the opportunity to bring matters considered at meetings of standing and ad hoc committees to the attention of Members and to afford Members the opportunity of asking the Chair and Committee Chairs for further information on business that has been transacted.
- 2.3. The approved minutes of meetings held since the last meeting of the Board of Management have been circulated in hard copy to Members as appropriate.
- 2.4. Members have the opportunity to discuss matters designated as 'reserved items of business' as a separate item in this agenda.

### **3. Recommendation**

- 3.1. It is recommended that the Board consider business conducted at meetings of the Board's Committees.

**Rob Wallen**  
Principal



## **Equality and Diversity Policy**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Board of Management with an opportunity to consider the College's Equality and Diversity Policy.

### **2. Background**

- 2.1 Prior to merger Aberdeen College and Banff and Buchan Colleges had separate staff and student Equality and Diversity Policies.
- 2.2 Following the merger it is necessary to produce policies for North East Scotland College.
- 2.3 This is also an opportunity to ensure that all policies are up to date, legally compliant and follow best practice.
- 2.4 The new Equality and Diversity Policy, attached as appendix 1 to this paper, now covers both staff and students and has been fully consulted on.
- 2.5 An Equality Impact Assessment has been carried out and there is no adverse impact.

### **3. Recommendation**

- 3.1 It is recommended that the Board consider and, if so minded, approve the Equality and Diversity Policy.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal – Human Resources



# Equality and Diversity Policy

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**Ref**

## **Equality and Diversity Policy**

**Review Date: Sept 2017**

## 1. Introduction

North East Scotland College's Vision is to "transform lives and support regional development" and we are committed to providing a learning and working environment which advances equality, diversity and inclusion and where everyone is respected, valued and supported.

This ethos is supported by our values which apply to everyone who comes to the College to learn or work.

Our Values are:

### ***Commitment and Excellence***

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

### ***Empowerment and Engagement***

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

### ***Respect and Diversity***

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

Additionally, the College has legal obligations under the Equality Act 2010 to ensure the organisation is free from unlawful discrimination and to comply with the Public Sector Equality Duty as follows:



## 2. Public Sector Equality Duties under the Equality Act 2010

### General Duties:

- Eliminating discrimination, victimisation, harassment or any other unlawful conduct that is prohibited under the Equality Act 2010;
- Advancing equality of opportunity between people who share a protected characteristic and those who do not; and
- Fostering good relations between people who share a protected characteristic and those who do not.

The protected characteristics are: age, disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation, marriage and civil partnership.

### Specific Duties:

- report on progress on mainstreaming the general duty into all functions
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered)
- assess the impact of policies and practices against the needs of the general duty
- gather and use information on employees
- publish gender pay gap information
- publish statements on equal pay for gender, race and disability
- have due regard to the general duty in specified procurement practices
- publish information in a manner that is accessible

The College will not tolerate unfair or unlawful discrimination, harassment or victimisation of or by staff or students in any areas of its activities.

## 3. Scope

The purpose of this policy is to establish clear college guidance regarding equality and diversity and to communicate key principles, structures and monitoring arrangements. This will ensure that the College advances equality and inclusion whilst adhering to legal obligations within its equality and diversity duty. This policy is applicable to all staff, students, visitors and contractors in the College.

#### 4. Implementation:

The values and principles referred to in this policy are implemented through the College's Equality Outcomes and associated action plan which are aligned to the College's Regional Outcome Agreement. Progress against the Equality Outcomes is reported every two years and is published on the College's website.

This policy is also supported by a number of associated policies and procedures. These are available on the College Intranet.

The College will take steps to ensure that it actively advances equality, diversity and inclusion for:

##### **Students in:**

- the curriculum, learning and teaching
- access and facilities
- student recruitment, admission, outcomes
- student information, advice, guidance and support
- working with others
- procurement and contracted-out services.

The College will also make such reasonable adjustments as it can to accommodate additional needs. Within the overall requirements of equality of opportunity, the College recognises the particular needs of certain groups of students and will, where possible, provide the additional learning, study or language support required to enable individuals with those needs to take part in College provision.

The College will take steps to ensure that it advances equality, diversity and inclusion for:

##### **Staff in:**

- recruitment and selection
- staff development/ Continuous Professional Development
- equal pay
- work life balance
- conduct
- performance review
- leaving the College

### **5. College Environment and Facilities**

The College provides a welcoming, safe environment which encourages access and participation by all sections of the community to high quality learning, support and working facilities.

The College is committed to ensuring that:

- Accommodation is welcoming, accessible to all and appropriate for learning and work;
- Learning resources develop the best possible learning environment;
- Student Support Services enhance students' total learning experience;
- The environment enables staff and students to observe and respect individual needs;
- The environment is safe, secure and free from bullying, harassment and discrimination.

#### **5.1 Contractors and Visitors**

Contractors and suppliers, including those who provide work placements to students, are bound by the terms and conditions under which they operate including the need to act in ways that are consistent with this policy. The procurement process to appoint contractors and suppliers will include a commitment to equality and diversity which is in line with this policy.

Visitors are required to behave in ways that are consistent with this policy and to seek advice and guidance from a member of the College staff if they are unclear as to what is expected of them.

### **6. Responsibilities**

Everyone in the College has responsibilities under this policy. There are responsibilities that are generic to both staff and students and then there are some that are specific to staff roles.

### **It is everyone's responsibility to:**

- Behave in ways that uphold the College's Vision and Values, this Equality and Diversity policy and the policies and procedures associated with it.
- Speak out or report any breaches of the policy.
- Think about and understand how their own assumptions and prejudices affect the way they behave towards others and then act appropriately.

### **Students have a responsibility to:**

- Conduct themselves at all times in a way that shows consideration for all members of the College community and is not detrimental to the reputation of the College;
- Observe College regulations;
- Show respect for the College environment and encourage others to do the same
- Not behave in any way which is offensive to others;  
Treat everyone with respect

### **Managers have a responsibility to:**

- Ensure that all those within their team work positively and promote Equality and Diversity and provide support where that is appropriate.
- Act as a role model.
- Include Equality and Diversity as a measure in considering the quality and standard of what is delivered and how.
- Deal with any complaints related to Equality and Diversity or breaches of this policy promptly, fairly and objectively in accordance with the appropriate procedure.
- Work with others in the College to ensure that the Equality Outcomes and outcomes of this policy are achieved.

### **Senior Management Team has a responsibility to:**

- Promote an ethos and culture that reflects the commitments in this policy.
- Act as role models.

- Ensure that there are sufficient resources within the College to achieve this policy and the Equality Outcomes.
- Ensure that Equality and Diversity is aligned to the Regional Outcome Agreement as the main strategy document of the College.
- Maintain a programme of development and other events to keep staff up to date on their duties and responsibilities.
- Facilitate appropriate Groups and Committees for consultation and communication.
- Ensure that the College responds to its legal obligations in relation to Equality and Diversity and fulfils its obligations under the Public Sector Equality Duty.
- Understand their own role in fulfilling these duties.

### **The Board of Management has a responsibility to:**

- Ensure the College fulfils its obligations under the Public Sector Equality Duty
- Understand their own role in fulfilling these duties.

### **7. Equality Impact Assessments**

An equality impact assessment is a process of documenting where consideration is given to ensuring that the policy, procedure or practice does not unlawfully discriminate, how it might better advance equality and if it might affect good relations between groups. The College has a process whereby all proposed new or revised policies, procedures and practices are assessed for their impact on equality.

### **8. Monitoring**

The College will monitor its effectiveness in providing equality of opportunity through:

- collation of data on student applications, enrolments, retention, attainment and progression etc.;
- collation of data on staff recruitment, pay, succession, training etc;
- analysis of responses to questions relating to equal opportunities on College questionnaires and focus groups
- analysis of complaints
- analysis of student disciplinary cases.

- analysis of staff disciplinary cases.
- quality assurance and self-evaluation processes that incorporate a focus on equality
- analysis of feedback from consultation with partners within communities on the promotion of equality and diversity.

Status:	Draft
Approved By:	Board of Management
Date of version:	September 2015
SMT Sponsor:	Vice Principal (HR)
Responsible for Implementation/Review:	Vice Principal (HR)
Date of EIA:	August 2015
Review date:	September 2017

DRAFT

## **Report by the Investment and Project Committee**

### **1. Introduction**

- 1.1 The purpose of this paper is to assist the Board of Management to consider the work of the Investment and Project Committee.

### **2. Background**

- 2.1 The Investment and Project Committee has been delegated authority and responsibility for the fulfilment of the Board's Estates Development Strategy.
- 2.2 The Committee is required, under its terms of reference, to report to meetings of the Finance and General Purposes Committee and the Board of Management on the business that it conducts.

### **3. Business Conducted by the Committee**

- 3.1 Since the last meeting of the Board of Management, the Committee has met on two occasions – on 21 July and 15 September 2015.
- 3.2 The business conducted at the meeting of 21 July was concerned with the project to redevelop engineering technologies training facilities at the Fraserburgh Campus.
- 3.3 The business conducted at the meeting of 15 September was concerned with the project to over-clad and re-roof parts of the Aberdeen City Campus, and the project to redevelop engineering technologies training facilities at the Fraserburgh Campus.
- 3.4 Mr Milroy will provide an oral report to this meeting on the business conducted at the meetings of the Committee.
- 3.5 The next meeting of the Committee is scheduled to take place on 17 November 2015.

### **4. Recommendation**

- 4.1 It is recommended that the Board consider the information provided on the work of the Investment and Project Committee.

**Rob Wallen**  
Principal





## Report by the Governance Steering Group

### 1. Introduction

- 1.1 The purpose of this paper is to update the Board of Management on the business conducted at the first meeting of the Governance Steering Group.

### 2. Background

- 2.1 At its meeting on 08 June 2015, the Board of Management agreed to establish a Governance Steering Group with the following remit:

To support the Board of Management in maintaining high standards of governance by:

- Considering and approving amendments to the Board of Management's Governance Manual
- Ensuring that the Board of Management complies with the Code of Good Governance of Scotland's Colleges
- Providing a forum to consider any governance issues that arise centrally or in other college regions and any possible related implications or considerations for the Board of Management of North East Scotland College.

### 3. Business Conducted by the Steering Group

- 3.1 The first meeting of the Steering Group was held on 17 August 2015 with the following attendees: Mr Ken Milroy, Ms Ann Bell, Mr Doug Duthie and Ms Pauline May.

- 3.2 The Agenda of the meeting included discussion of:

- Remit of the Group
- The College's Constitution
- Review of Governance Manual
- Issues for Future Consideration
- Reporting to the Board of Management
- Future Meetings
- Joint Audit Committee Meeting
- Joint Board of Management Dinner with RGU.

- 3.3 A number of action points were agreed and are being addressed by the Secretary to the Board of Management.

- 3.4 Mr Milroy will provide an oral report to this meeting on the business conducted at the first meeting of the Steering Group.

- 3.5 The next meeting of the Steering Group will be scheduled for a date after the Board's Planning Event.

### 4. Recommendation

- 4.1 It is recommended that the Board consider the information provided on the work of the Governance Steering Group.

**Ken Milroy**  
Regional Chair

**Pauline May**  
Secretary to the Board of Management



## **Joint Audit Committee Event**

### **1. Introduction**

- 1.1 The purpose of this paper is to update the Board of Management on a Joint Audit Committee Event held with the Robert Gordon University and the University of Aberdeen.

### **2. Background**

- 2.1 In early 2015, the Board Secretary to Robert Gordon University, at the request of the University's Audit Committee, approached the College's Secretary to the Board to ascertain if it would be beneficial to hold a Joint Audit Committee Event.
- 2.2 The College's Audit Committee discussed the proposal at its meeting on 17 March 2015 and agreed that the Event should be convened.
- 2.3 An invitation to the Event was then also extended to the University of Aberdeen.

### **3. Agenda**

- 3.1 The Event was held on 30 September 2015 at Robert Gordon University's Faculty of Health and Social Care Building at Garthdee.
- 3.2 The Agenda for the Event included:
  - A presentation from Mr Brian Baverstock, Deputy Director, Learning Governance and Sustainability, Scottish Funding Council
  - Recent agenda topics and approaches to risk
  - Current and future key challenges.
- 3.3 The Event closed with a supper and networking opportunity for attendees.
- 3.4 Ms Bell, Chair of the Audit Committee will provide an oral report to this meeting on the business conducted at the Event.

### **4. Recommendation**

- 4.1 It is recommended that the Board consider the information provided on the Joint Audit Committee Event.

**Ken Milroy**  
Regional Chair



## **Internal Audit Programme, 12 months to 31 July 2016**

### **1. Introduction**

- 1.1. The purpose of this report is to enable the Board of Management to consider the internal audit programme for the financial reporting period of the 12 months to 31 July 2016 (2015-16) that has been adopted by the Audit Committee.

### **2. Background**

- 2.1. The Audit Committee, at its meeting on 15 September 2015, considered the establishment of a programme of internal audit work for the current financial reporting period.
- 2.2. Wylie and Bisset, the internal audit service provider, proposed the programme, which is attached as appendix 1 to this paper.
- 2.3. The programme adopted by the Committee is now presented to the Board for its consideration.

### **3. Recommendation**

- 3.1. It is recommended that the Board note the programme of internal audit work for the financial reporting period 2015-16 that has been adopted by the Audit Committee.

**Rob Wallen**  
Principal

**Roddy Scott**  
Vice Principal – Finance



# North East Scotland College

## Internal Audit Plan

2015 - 2016

August 2015

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# 1. Introduction

## **Background**

Wylie & Bisset LLP were re-appointed as Internal Auditors by the Board of Management with effect from 1 April 2014 until 31 July 2017 with an option to extend by a further two years on the agreement of both parties.

## **Internal Audit**

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

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

## **Terms of Reference – Internal Audit**

The provision of the IAS by Wylie & Bisset LLP is covered by the letter of engagement dated 24 October 2014.

## **Formal Approval**

The full Audit Needs Assessment (ANA) was presented to the Audit Committee of the College on 18 November 2014. This document covers the plan for 2015/16.

## 2. Operational Plan

### Operational Plan – 2015/16

Audit Area	High level indicative summary scope	Total Number Of Days
Follow Up Review	A review will be undertaken to follow up on prior year audit recommendations to ensure these have been fully implemented by the College. We will follow up on all of the high priority recommendations, 50% of the medium priority recommendations and 10% of the low priority recommendations.	4
Budgetary & Financial Controls	Detailed work will be undertaken to review the College's budgeting, monitoring and reporting. We will ensure compliance with the College's systems and procedures and review the overall controls in place in respect of financial reporting. We will consider the adequacy of information provided to senior management for decision making and that the College are meeting the necessary requirements of ONS.	4
Income Collection & Credit Control	The review will look at all material areas of income to ensure it is correctly and accurately recorded in the financial systems of the College. It will also look at compliance with the College's financial procedures and controls with testing on completeness of income and specific testing on credit control and bad debt provisions. The review will also consider the Colleges compliance with Payment Card Industry (PCI) standards.	5
Management of Contract Managed Services	This review will look at the contracts that are outsourced by the College including janitorial and security, maintenance, IT support, catering and cleaning. The review will look at how these contracts are being managed from the initial tender process and appointment through to delivery of the contract.	5

## 2. Operational Plan (cont'd)

### Operational Plan – 2015/16

Audit Area	High level indicative summary scope	Total Number Of Days
Enrolment, Attendance & Applications	The review will focus on the Colleges arrangements for student enrolments and applications to ensure that the College have the appropriate controls and systems in place and to ensure that the process is as efficient as possible.	3
Strategic & Business Planning	We will undertake a review of the College's strategic plan and undertake detailed testing to ensure compliance with the College's systems and procedures. We will also look at the overall controls in place to ensure planning is appropriately carried out.	4
Freedom of Information	The review will look at the freedom of information requests that the College receive to ensure that these are being appropriately managed and replied to in line with the appropriate guidelines.	4
Departmental Review – Service Industries	The review will focus on the structure and workload within the department, compliance with the College's systems and procedures and the overall systems and controls in place to manage the department. The review will also review the level of reporting produced by the department.	5

## 2. Operational Plan (cont'd)

### Operational Plan – 2015/16

Audit Area	High level indicative summary scope	Total Number Of Days
Aberdeen Skills & Enterprise Training Ltd	This annual review will look at compliance with the Company's systems and procedures, the overall controls in place to ensure accurate recording of information within the company.	5
Data Protection	This review will look at how personal data is held and managed within the College to ensure the College are complying with the requirements of the Data Protection Act.	4
Human Resources	The review in this area will focus on recruitment procedures; ensuring initial pay rates are in line with guidelines, on the performance measurement system, training and development procedures and also on the sickness absence monitoring undertaken by the College. It will also consider the various staffing policies the College has in place, including those covering severance agreements and redundancy if appropriate.	4
Departmental Review – Organisational Services	The review will focus on the structure and workload within the department, compliance with the College's systems and procedures and the overall systems and controls in place to manage the department. The review will also review the level of reporting produced by the department with particular focus on the recording and reporting of student numbers and achievement of funding targets.	5

## 2. Operational Plan (cont'd)

### Operational Plan – 2015/16

Audit Area	High level indicative summary scope	Total Number Of Days
Payroll	Our review will concentrate on ensuring that the payments made are accurate and based on bona fide hours worked. It will also consider all deductions and additions to salaries to ensure that these are correctly calculated and properly authorised. The review will also ensure that there are appropriate controls in place and payroll procedures have been documented and are being adhered to by all staff involved. Where applicable, we will also ensure that any severance payments made are in line with the College's severance scheme and have followed the appropriate governance arrangements.	4
IT Systems	A review will be undertaken on the IT Systems of the College to ensure the appropriate controls are in place and working as expected. In particular, the review will focus on the security of the network and the storage of backup information.	5
Marketing	This review will be a value for money review of the College's marketing arrangements. The review will focus on what marketing activity the College undertakes and will include benchmarking with other colleges to compare the arrangements. We will also compare the structure of the marketing department and the overall costs to the College with other colleges.	3

## 2. Operational Plan (cont'd)

### Assignment Plans

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

### Key Dates

Visit	Audit Areas	Key College Personnel	Provisional Date for Visit	Date of Issue of Draft Report	Provisional Date for Reporting to Audit Committee
Visit 1	Follow up Review	Roddy Scott	w/c 16 November 2015	4 December 2015	26 January 2016
Visit 2	Departmental Review – Organisational Services Budgetary & Financial Controls Income Collection & Credit Control Management of Contract Managed Services	Neil Cowie Roddy Scott Roddy Scott Roddy Scott	w/c 25 January 2015 and w/c 1 February 2015	19 February 2016	15 March 2016
Visit 3	Enrolment, Attendance & Applications Aberdeen Skills & Enterprise Training Ltd Freedom of Information Data Protection Marketing	Neil Cowie Sharon Scott Neil Cowie Roddy Scott Rob Wallen	w/c 7 March 2015 and w/c 14 March 2015	1 April 2016	17 May 2016
Visit 4	Human Resources IT Systems Payroll Departmental Review – Service Industries Strategic & Business Planning	Elaine Hart Rob Wallen Roddy Scott John Davidson Rob Wallen	w/c 16 May 2015 & w/c 23 May 2015	10 June 2016	19 July 2016

# Appendix A - Summary of Internal Audit Input

1 April 2014 to 31 July 2017

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

# Appendix A - Summary of Internal Audit Input

1 April 2014 to 31 July 2017

System	Audit Area	Operating Plan (No. Of days)		
		2014/15	2015/16	2016/17
	<b>Balance B/F</b>	<b>34</b>	<b>29</b>	<b>17</b>
IT	IT Systems	5	5	5
Governance	Corporate Governance	3		3
	Risk Management	2		2
Other	Freedom of Information		4	
	Aberdeen Skills & Enterprise Training Ltd	5	5	5
	Departmental Reviews	10	10	10
	Data Protection		4	
	Marketing		3	
	Areas to be agreed/VFM areas			18
Required	Follow Up review	5	4	4
	Audit Management	6	6	6
	<b>Total Days</b>	<b><u>70</u></b>	<b><u>70</u></b>	<b><u>70</u></b>



# Appendix B – Grading Structure

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

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

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

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

# Appendix C – Key Performance Indicators

## Analysis of Performance Indicators

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

## Contest and Prevent Duty

### 1. Introduction

1.1. The purpose of this paper is to provide information to the Board of Management on work that is being undertaken by North East Scotland College to meet its responsibilities relating to CONTEST, and the associated Prevent Duty, and the recently enacted Counter Terrorism and Security Act 2015.

### 2. Background

2.1. The College has established arrangements to meet its responsibilities in this area, which have been reported to and considered by the Board of Management. Information was provided to the Board at its meeting in December 2014, where the Board received a presentation from Police Scotland on 'CONTEST', the Government's counter-terrorism strategy.

2.2. There are 4 strands to CONTEST, these are:

- PREVENT - to stop people becoming terrorists or supporting violent extremism;
- PURSUE - to stop terrorist attacks through disruption, investigation and detection;
- PREPARE - where an attack cannot be stopped, to mitigate its impact;
- PROTECT - to strengthen against terrorist attack, including borders, utilities, transport infrastructure and crowded places.

2.3. CONTEST delivery groups have been established across Scotland on the basis of one group for each division of Police Scotland. Organisations participating in these groups include: colleges, universities, NHS Boards, local authorities, Police Scotland, Scottish Fire and Rescue Service and Scottish Prison Service.

2.4. The College is a member of two CONTEST groups, namely Aberdeen City and Aberdeenshire & Moray (respectively the 'A' and 'B' divisions of Police Scotland). These groups are led by senior police officers.

2.5. Over recent years, the College has been mindful of problems relating to extremism and has played its part in this regard with other public authorities. This has now been made a legal requirement under the provisions of the Counter-Terrorism and Security Act 2015, which places a duty on colleges (and other specified public authorities) to "have due regard to the need to prevent people from being drawn into terrorism".

### 3. Prevent Duty

3.1. The Scottish Government issued guidance in March 2015 that is to be followed by public authorities that fall within the scope of the Act.

3.2. There are general duties which apply to each public authority including:

- having mechanisms for understanding the risk of radicalisation;
- ensuring staff understand the risk and building the capabilities to deal with it;
- communicating and promoting the importance of the duty;
- ensuring staff implement the duty effectively ;
- linking in to the single national strategic lead for Prevent in the sector, institution or organisation;
- demonstrating evidence of productive co-operation in local CONTEST and Prevent delivery arrangements;
- providing frontline staff who engage with the public with an understanding of what radicalisation means and why people may be vulnerable to it;
- informing staff of the measures that are available to prevent people from becoming drawn into terrorism and how to access support for people who may be being exploited by radicalising influences;
- providing appropriate training for staff involved in the implementation of the Prevent Duty.

3.3. In addition to these general duties, the Scottish Government has provided guidance on the specific duties placed upon colleges. The most recent version, issued on 18 September 2015, is provided as appendix 1 to this paper. These duties are summarised under the headings of:

- external speakers and events (added on 18 September 2015);
- leadership;
- staff training;
- safety on-line;
- welfare and pastoral care; and
- monitoring and enforcement.

3.4. It should be noted that reference to 'external speakers and events' had not been included in earlier versions of this guidance.

3.5. A statement of the actions taken and planned to be taken by the College to fulfil these duties are summarised in appendix 2 to this paper. It should be noted that this statement was prepared prior to issuance of amended guidance. At the time of writing this report, actions are being considered to enable the College to comply with this additional requirement.

3.6. Police Scotland has confirmed to the College that we are 'ahead of the game' in comparison with other public authorities in the North East of Scotland with respect to the progress made in addressing both general and specific Prevent duties.

#### **4. Collaborative Approach**

4.1. The College has shared its revised policies, procedures, self-assessment materials and position statement on radicalisation with members of CONTEST groups and, in return, will have access to training materials under development by NHS Grampian and the Robert Gordon University. (Close co-operation between public authorities has been a feature of the work of the CONTEST groups.)

4.2. The College's position statement on radicalisation is attached as appendix 3 to this paper.

#### **5. Other Activities – Project Griffin and Project Argus**

5.1. These projects are part of the 'Prepare' strand of CONTEST.

5.2. Project Griffin is a training course aimed at those who might be involved in a potential terrorist situation, such as discovery of suspect packages or building evacuations and is targeted at staff in security, janitorial, reception and health and safety roles.

5.3. Project Argus is a course aimed at senior staff that are responsible for planning business continuity strategies for avoiding potential disruption or managing situations when they occur.

5.4. Training had been delivered between 2 and 3 years ago at Aberdeen and Fraserburgh Campuses.

5.5. The training will be delivered this month to the staff that are now in these roles.

#### **6. Recommendation**

6.1. It is recommended that the Board consider the information provided in this paper.



HM Government



The Scottish  
Government  
Riaghaltas na h-Alba

# *Prevent Duty* Guidance: for further education institutions in Scotland

**This sector specific guidance for further education institutions in Scotland subject to the Prevent duty is additional to, and is to be read alongside, the general guidance contained in the Revised Prevent Duty Guidance issued on 16<sup>th</sup> July 2015.**

### Further education

1. Section 26(1) of the Counter-Terrorism and Security Act 2015 (“the Act”) imposes a duty on “specified authorities”, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. Certain further education bodies are subject to the section 26 duty. There is an important role for such further education institutions in helping prevent people being drawn into terrorism. Institutions should note that being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
2. The further education institutions specified in Schedule 6 to the Act are the proprietors or governing bodies of any post-16 education body within the meaning of the Further and Higher Education (Scotland) Act 2005.
3. Most institutions already understand their Prevent-related responsibilities, especially in the context of ensuring the welfare of learners, staff and visitors and there are numerous examples of good practice in these areas. Compliance with this duty will reflect existing best practice and should not add significant new burdens on institutions. It is to be implemented in a proportionate and risk-based way.
4. To comply with the duty we would expect further education institutions to be delivering in the following areas.
  5. In order to comply with the duty all further education institutions should have policies and procedures in place for the management of events held on their premises. The policies should apply to all staff, students and visitors and clearly set out what is required for any event to proceed.
  6. Every institution clearly needs to balance its legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare.
  7. Encouragement of terrorism and inviting support for a proscribed terrorist organisation are both criminal offences. Institutions should not provide a platform for these offences to be committed.
  8. Furthermore, when deciding whether or not to host a particular speaker, institutions should consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event should not be allowed to proceed except where institutions are entirely convinced that such risk can be fully mitigated without cancellation of the event. This includes ensuring that, where any event is being allowed to proceed, speakers with extremist views that could draw people into terrorism are challenged with opposing views as part of that same event, rather than in a separate forum. Where institutions are in any doubt that the risk cannot be fully mitigated they should exercise caution and not allow the event to proceed.
  9. We would expect institutions to put in place a system for assessing and rating risks associated with any planned events, which provides evidence to suggest whether an event should proceed, be cancelled or whether action is required to mitigate any risk. There should also be a mechanism in place for assessing the risks associated with any events which are college-

### *External speakers and events*

affiliated, funded or branded but which take place off their premises and for taking swift and appropriate action as outlined in paragraph 8.

10. Institutions should also demonstrate that staff involved in the physical security of the estate have an awareness of the Prevent duty. Where appropriate and legal to do so, an institution should also have procedures in place for the sharing of information about speakers with other institutions and partners.

11. But it is important to realise that the risk of radicalisation in institutions does not just come from external speakers. Much of this guidance therefore addresses the need for institutions to ensure staff have access to training, and that there is welfare support for students and effective IT policies in place which ensure that vulnerabilities can be recognised and responded to appropriately.

#### *Leadership*

12. In complying with this duty we would expect active engagement from college principals and the senior management of the institution with the range of *Prevent* partners including police.

13. We would also expect to see the appointment at a senior level of a single *Prevent* point of contact for each college.

14. Each college will demonstrate that they are engaged with the Scottish FE *Prevent* network at a senior level through Regional Chairs and Principals. A national strategic *Prevent* lead from both will represent the sector at the *Prevent* subgroup.

15. In addition, colleges will demonstrate that they have an awareness of, and – where appropriate – participate in local *CONTEST* or *Prevent* multi-agency groups. As well as any action plans agreed by each institution, these multi-agency groups will monitor delivery against the wider *Prevent* implementation plan.

#### *Staff training*

16. Compliance with the duty will also require the institution to demonstrate that it is willing to undertake *Prevent* awareness training and other training that could help staff and students to prevent people from being drawn into terrorism. Institutions should give relevant staff sufficient training to be able to recognise vulnerability to being drawn into terrorism, and be aware of what action to take. Student unions should also consider whether their staff and elected officers would benefit from *Prevent* awareness training.

17. We would expect the institution to have robust procedures both internally and externally for sharing information about vulnerable individuals (where appropriate to do so). This should include information sharing agreements where possible. These procedures should link to existing institutional policies relating to student welfare and safeguarding good practice.

18. Institutions must demonstrate that they have regard to the duty in the context of their relationship and interactions with student unions and societies. We would expect student unions and societies to work closely with their institution and to cooperate with the institution's policies relating to *Prevent*.

19. There is training available for further education staff. However, colleges may also have

a role to play in developing additional *Prevent* training tools that may better suit the individual circumstances of the institution and make best use of their own expertise. Where additional training tools have been developed, institutions should consider how best to use them.

20. Examples of good practice should be provided and could be disseminated to college *Prevent* leads by the Colleges Development Network.

#### *Safety online*

21. We would expect colleges to have policies relating to the use of its IT facilities. Whilst all institutions will have policies around general usage, covering what is and is not permissible, we would expect these policies to contain specific reference to the statutory duty. Many educational institutions already use filtering as a means of restricting access to harmful content, and should consider the use of filters as part of their overall strategy to prevent people from being drawn into terrorism.

22. To enable the college to identify and address issues where online materials are accessed for non-research purposes, we would expect to see clear policies and procedures for students and staff working on sensitive or extremism-related research. Guidance is available to help with this.

#### *Welfare and Pastoral care*

23. Colleges have a responsibility to care for their students and we would expect there to be sufficient pastoral support for all students according to the needs of the particular institution.

24. We would expect the institution to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline arrangements for managing prayer and faith facilities (for example an oversight committee) and for dealing with any issues arising from the use of the facilities.

25. The policies and procedures should clearly

set out the times and availability of such facilities and how out of hours access is managed.

#### *Monitoring and enforcement*

26. As detailed in section D of the *Prevent Duty Guidance: for Scotland*, both local multi-agency CONTEST groups and the national *Prevent* and CONTEST governance structures will have a role to play in determining how the duty is being implemented and complied with in institutions.

27. In order to ensure that colleges are complying with this duty there will also be a role for the Education Scotland college inspection team covering all publicly funded further education colleges and independent training providers. Inspectors evaluate colleges annually through annual engagement visits. Colleges are also subject to external review every four years. Inspectors would follow existing safeguarding processes were any extremism-related issue to arise.

28. There may also be a role for other organisations in monitoring the compliance of further education institutions with the duty.







**North East Scotland College**  
**Prevent Duty**  
**Summary of College's Current Position – 17 September 2015**

**Leadership**

- Board of Management received briefings and updates on Contest and the Prevent Duty
- Senior manager appointed as point of contact for Contest and Prevent (Vice Principal Finance)
- Group established to co-ordinate arrangements within the College (Principal, Vice Principal Finance, Vice Principal Human Resources, Head of Student Services, HR Manager (People Development))
- ASET Chief Executive briefed and ASET implementing variant of College action plan.

**Staff training**

- National training materials to be adapted by the College to meet local needs
- 5 College staff and 1 ASET staff to be trained in November 2015, cascade training to relevant College and ASET staff by end December 2015.

**Safety online**

- Acceptable Use Policies for students and staff have been revised to address the 'Prevent Duty'
- IT systems changed to require users to confirm agreement to relevant Acceptable Use Policy. Summary version has been developed and made more visible to users on Student Net
- Web filtering software introduced to restrict access to inappropriate content (as defined in Acceptable Use Policies).

**Welfare and pastoral care**

- Statement on radicalisation adopted
- Guidance staff provide pastoral support
- Link made with the University of Aberdeen regarding chaplaincy services
- Referral process
- Access to and management of 'quiet rooms' under review
- Head of Student Services is single point of contact with Police Scotland for operational matters.

**Monitoring and enforcement**

- Statement on radicalisation adopted
- Text of information sharing protocol agreed with Police Scotland
- Prevent self-evaluation toolkit issued by '157 Group' used to measure compliance.



## **North East Scotland College**

### **Position statement on extremism and radicalisation**

*This statement has been prepared to provide an overall context within which the College will fulfill its obligations under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.*

North East Scotland College is committed to equality of opportunity, respect for all individuals and to celebrating cultural diversity.

The College also recognizes its responsibilities not only to help all students to develop the specific skills and attributes that are the focus of their course of study, but also to acquire those broader social and life skills that underpin effective participation in society.

The College further recognizes that students of the College are subject to a whole range of influences some of which may well be inimical to the values of a liberal society.

While respecting an individual's right to freedom of thought and, within the normal constraints, expression, and welcoming the free exchange of ideas and ideologies, the College also recognizes its responsibilities to be aware of situations where radical ideas are being developed, shared or promoted which are or could become injurious to social order and social cohesion.

While ensuring that no individual will be discriminated against because of race, culture, political views or religious beliefs, staff of the College will also remain alert to the possibility of an individual developing ideas or intentions that are or might become dangerous or destructive, and will raise any such concerns with the appropriate managers within the College, who after due consideration may raise the issues with the appropriate civil authorities.



## **Planning Event**

### **1. Introduction**

- 1.1 The purpose of this paper is to allow the Board to consider the proposed programme for the Board's Planning Event in November 2015.

### **2. Proposed Programme**

- 2.1 Attached as appendix 1 to this paper is the proposed programme for the Planning Event.
- 2.2 The Programme has been prepared following discussions between the Regional Chair, Principal, SMT and Planning Manager.

### **3. Recommendation**

- 3.1 It is recommended that the Board consider the proposed programme for the Planning Event.

**Rob Wallen**  
Principal







## BOARD OF MANAGEMENT PLANNING EVENT

### TIMINGS

#### **FRIDAY 06 NOVEMBER 2015**

Venue: RGU, Riverside East Campus

1230hours    Lunch  
1300hours    Event begins  
1700hours    Close of day 1 business

Venue: Norwood Hall Hotel

1830hours    Pre-dinner drinks and Speaker - Michael Cross on Scottish Government  
Policy for FE – followed by dinner

#### **SATURDAY 07 NOVEMBER 2015**

Venue: RGU, Riverside East Campus

0930hours    Event reconvenes  
1300hours    Event ends

### AGENDA

#### **FRIDAY 06 NOVEMBER 2015**

- 1.    TAKING STOCK**  
Review of 2014-15 and scene setting for 2015-16
- 2.    THE PLANNING CONTEXT FOR 2016-17 AND BEYOND**  
Consideration of challenges are opportunities
- 3    STUDENTS' ASSOCIATION PRESENTATION**
- 4    FUNDING ISSUES**  
Consideration of possible future funding scenarios and possible approaches for supplementing SFC income

#### **SATURDAY 07 NOVEMBER 2015**

- 4    STRATEGIC ISSUES**  
The College in ten years' time – size and spread, curriculum, staffing, business
- 5    THE STRATEGIC PLAN AND ROA FOR 2016-17**
- 6    RISK**



## **Outcome Agreement AY2016-17**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Board of Management with information on the development of the College's Outcome Agreement for AY2016-17.

### **2. Background**

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

### **3. Outcome Agreement for AY2016-17**

- 3.1 As in previous years, the SFC has issued College Outcome Agreement Guidance - <http://www.sfc.ac.uk/communications/Guidance/2015/SFCGD152015.aspx>
- 3.2 The Outcome Agreement for AY2016-17 follows the same format as the current Agreement – two main sections: a regional context statement and an outcome progress table. The College is also asked to identify key priority outcomes to be delivered by the end of AY2016-17 and key priority outputs to be delivered in AY2015-16.
- 3.3 The national performance measures required for the Outcome Progress Table have been reviewed. A number of measures have been removed, and the following four new measures have been added:
  - Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)
  - Volume and proportion of Credits delivered to learners enrolled on STEM courses (not required to report on this in AY2016-17 Outcome Agreement)
  - Number of senior phase pupils studying vocational qualifications delivered by colleges
  - Volume and proportion of Credits delivered to senior phase pupils studying vocational qualification delivered by colleges.

This has reduced the number of required measures from 13 to 17.

- 3.4 The College's Outcome Agreement Manager has confirmed that the SFC do not expect the AY2016-17 Outcome Agreement to be a brand-new document: it should be a refresh of the current AY2015-16 Outcome Agreement.
- 3.5 The current Outcome Agreement will therefore be reviewed and updated over the coming weeks to reflect recent College developments and to ensure that it meets the requirements of the AY2016-17 guidance. Additional information will be added on:
  - The impact of the oil and gas industry downturn
  - Implementation of the Framework for the Development of Strong and Effective College Students' Associations
  - Employability provision, particularly for those at stages 2, 3 and 4 of the strategic skills pipeline
  - Equality and diversity including care experienced, addressing gender imbalance
  - Partnership working with RGU e.g. access agenda, additional places, Hub activities
  - The new Skills Strategy and Action Plan for Aberdeen City and Shire.

- 3.6 In addition, it has been proposed that discussions are held with RGU regarding the development of some areas of joint narrative in the institutions' Outcome Agreements for AY2016-17. This is expected to be explored further at a joint meeting with colleagues from RGU and the College's Outcome Agreement Manager, who also undertakes this role for RGU.
- 3.7 The College's Outcome Agreement Manager has also advised that the majority of the aspirations/targets included in the Outcome Progress Table should remain the same. A small number of the aspirations/targets will however be required to be reviewed to reflect the latest national benchmarking data.
- 3.8 The timeline for the Outcome Agreement AY2016-17 is as follows:

Activity	Deadline
Self-evaluation Progress Report of AY2014-15 Outcome Agreement submitted to SFC	30 October 2015
First draft Outcome Agreement submitted to SFC	08 December 2015
Amendments and indicative funding allocations announced	January 2016
Final sign-off of Outcome Agreement and funding confirmed	29 February 2016
Publication of Outcome Agreements	April 2016

- 3.9 The Principal and Planning Manager will continue to meet the College's SFC Outcome Agreement Manager on a regular basis to progress the development of the College's Outcome Agreement AY2016-17 and the monitoring of the College's Outcome Agreement AY2015-16. It has been agreed that the College's HMI will also attend these meetings.

#### **4. Recommendation**

- 4.1 It is recommended that Board Members note the contents of this paper.

**Rob Wallen**  
Principal

**Pauline May**  
Planning Manager

## Action-learning Project Update

### 1. Introduction

- 1.1 The purpose of this paper is to provide the Board of Management with an update on the College's participation in the SFC's Action-learning Project.

### 2. Context

- 2.1 The current model of review of colleges involves a periodic "inspection" by HMle, leading to a published report on each college over a four-year cycle along with more regular "annual engagement visits". This had, of course, the advantages of clear independence and the consistency that arises from having the same processes being applied by a common team of people across all organisations. However, the primary focus on a one-week snap-shot of the organisation every four years (albeit supplemented by more frequent contact from HMle in between), using a sampling method, meant that there was a long period between published reports and the risk of the one-week selected being not fully representative of the organisation as a whole throughout the year.
- 2.2 Since the introduction of this process, colleges have implemented and refined internal self-evaluation processes that ensured an annual review was carried out. Such reviews have the advantage of being based on a review of the whole organisation over a complete year, but obviously by themselves lack the objectivity of an external process.
- 2.3 The introduction of Regional Outcome Agreements (ROAs) has also meant that colleges are being judged against two sets of criteria – the Education Scotland Quality Framework criteria and the outcomes and targets and other requirements established in each ROA. In such a context there was the potential for some duplication and/or misalignment.
- 2.4 It is also the case that as part of their overall quality enhancement activities many colleges achieve external standards and other recognition – IIP, BS18001, BS 14001, for example – each of which in themselves provides a rigorous objective examination of the organisation by third parties – and yet this evidence does not in itself carry any weight within overall quality review arrangements.
- 2.5 The purpose of the Action-learning Project was to develop in three pilot colleges approaches to college evaluation that combined the elements of objectivity and externality alongside the element of whole-year review, and which would allow both the Education Scotland and the ROA sets of quality criteria to be taken into consideration – as well as making sure that quality awards or standards achieved by the College were fully integrated into the review process and that ownership of the process rests firmly with the colleges.
- 2.6 Each of the three colleges has developed a different approach. What follows is a description of the approach adopted at North East Scotland College (NESCol). Other approaches are being developed at South Lanarkshire College and at Ayrshire College.

### **3. The NESCol Pilot Evaluation Project**

#### 3.1 The NESCol approach has involved:

- the establishment of a framework of criteria that draw on both the SFC criteria that inform ROAs and the Education Scotland Quality Indicators (as well as being referenced to the College's own strategic aims), and identifying the evidence that would be collated to justify a judgment against the criteria;
- bringing together a panel of external experts (the Validation Panel) to validate the process adopted, the evidence generated and the judgments being based on the evidence;
- involving Education Scotland in developing and in moderating the College's lesson observation process;
- agreeing a time frame for the completion of the review process and the creation of the written report;
- developing an outline framework for the overall end-of-year report that will be considered by the Validation Panel (and which ideally would replace a range of other end-of year reports).

### **4. How the NESCol approach meets the established criteria**

#### **4.1 Integration of all aspects of College performance and reporting**

The system we have devised draws upon HMle criteria and SFC/ROA criteria. It also draws upon a wide range of available evidence derived from internal processes and external processes (e.g. BSI audits, liP).

#### **4.2 Developing regional approaches**

The Validation Panel is broadly representative of regional interest groups — HEIs, Education Authorities, business.

#### **4.3 Implications for ownership and governance**

The role of the College Board, College management and external stakeholders — HMle and SFC — are distinct and clear but there is proper articulation between them; the revised approach allows for a greater depth of involvement of employers, students and other partners and stakeholders.

#### **4.4 Appropriate timing and methods of collecting/using external challenge**

The timescales adopted allow appropriate external input via the lesson observation process, the ongoing involvement of the College in aspect reviews, the regular input of our SFC OA Manager, external audits and assessments by awarding bodies and audit/standards bodies; the Validation Panel provides a further level of challenge; the timescales adopted allow the Board also to be involved in the process such that the final product will be a combination of management-led self-evaluation, Board scrutiny and external challenge.

## **5. The implications of being involved in the Project**

- 5.1 Taking part in the Project has involved a considerable commitment of staff time – the Principal, two Vice Principals, the Head of Quality and two members of the Planning Team have in particular invested a large amount of time in creating the system. However, more generally there will be a substantial commitment from all management staff in carrying out rigorous self-evaluation processes that will meet the standards set by the Validation Panel. This is not in any sense an “easy option” compared with a four-yearly Education Scotland review process.
- 5.2 The demands may be different, but in terms of staff time and in terms of the level of challenge the approach that is being piloted will ensure a high level of accountability.
- 5.3 In the context of a recently completed merger the process of implementing revised self-evaluation/review arrangements has been a useful focus for institutional cohesion and harmonisation of standards and approaches.

## **6 Next Steps**

- 6.1 The final NESCol evaluative report is currently being prepared by the Vice Principal – Learning & Quality.
- 6.2 The report will be considered by the Validation Panel in conjunction with the significant amount of supporting evidence which has been collated in a cloud-based repository. The Validation Panel will be asked to confirm if the report is a fair and reasonable picture of the College.
- 6.3 The report will then be presented to the Board for consideration at the Planning Event.
- 6.4 Once approved, the report will be published with endorsement from Education Scotland and the SFC.
- 6.5 The SFC will review the outcomes of the pilot to help determine the future model for college reviews.

## **7 Recommendation**

- 7.1 It is recommended that the Board note the update on the College's participation in the SFC's Action-learning Project.

**Rob Wallen**  
Principal





## **Partnership Matters**

### **1 Introduction**

- 1.1 The purpose of this paper is to allow the Board to consider the "Partnership Matters" arrangements for supporting students with additional needs.

### **2 Background**

- 2.1 For some years prior to merger both Aberdeen College and Banff & Buchan College were signatories to a document entitled "Partnership Matters" which clarified the respective responsibilities of the local authorities, the NHS and the Colleges in supporting students with additional needs.
- 2.2 Following merger, work was undertaken to revisit the Agreement.

### **3 Partnership Matters**

- 3.1 Attached as appendix 1 to this paper is the revised version of the Partnership Matters Agreement as agreed at a series of meetings involving the signatory parties.

### **4 Recommendation**

- 4.1 It is recommended that the Board note the revised Partnership Matters Agreement.

**Rob Wallen**  
Principal





**PARTNERSHIP MATTERS**  
**LOCAL PARTNERSHIP AGREEMENT 2015**



## **1 Statement of Purpose**

The purpose of the local partnership agreement is to ensure: all partners recognise, understand and respect the roles and responsibilities of the different agencies that provide support; on-going discussion about the provision of support; and commitment to working in partnership to ensure provision of that support.

Our vision is to transform lives and to support regional development through:

Commitment and Excellence ▪ Empowerment and Engagement ▪ Respect and Diversity

The local partnership will work together to identify and develop strategic solutions in ensuring the provision of appropriate support for children, young people and adults to access further and higher education. The local partnership will further develop processes and protocols for considering individual cases where required. The overall ambition of the local partnership is to ensure children, young people and adults have the opportunity to access learning opportunities within further and higher education as appropriate within the context of career progression pathway.

The partners agree to review and update the Agreement annually to ensure quality improvement.

## **2 Partners**

2.1 The partnership will comprise of:

- i Representation from North East Scotland College
- ii Representation from Aberdeen City, Education and Children's Services
- iii Representation from Aberdeen City, Adult Social Care
- iv Representation from Aberdeenshire, Education and Children's Services
- v Representation from Aberdeenshire, Housing and Social Work Services
- vi Representation from Health and Social Care Partnership
- vii Representation from Skills Development Scotland
- viii Representation from Lead Scotland
- ix Representation from Job Centre Plus
- x Representation from Aberdeen Council of Voluntary Organisations (ACVO)
- xi Representation from Aberdeenshire Voluntary Action (AVA)
- xii Representation from The Robert Gordon University
- xiii Representation from The University of Aberdeen

2.2 Those attending meetings of the Partnership will have sufficient authority to make decisions about the resourcing of support services.

## **3 Partnership Principles**

- The learner must be fully involved in discussions and decisions about an appropriate education placement and the decision making process.
- Schools must liaise at the earliest possible point with further/higher education institutions/universities and other agencies when a learner with additional needs has indicated an intention to progress to further/higher education.
- The needs and aspirations of the individual must be at the centre of any decision taken regarding an appropriate education placement.

- Any foreseeable support needs should be highlighted at this stage with partner agencies.
- Statutory agencies - colleges, universities, local authorities (both education and social work departments) and NHS boards must work together to ensure the most effective and appropriate learning opportunities are offered to learners.
- Colleges and universities are primarily responsible for the provision of **education making reasonable adjustments** where these are necessary to meet the learning needs of the individual.
- Local authorities, social work services and health boards are responsible for the provision of **personal and health care** where an assessment has identified a need for such support and the person is eligible for that support.
- Providers of post-16 education should demonstrate a commitment to inclusiveness recognising the diversity of the learner population. Where colleges and universities identify a need for support by other agencies, for example, social work and the health board, they will agree with the learner and liaise with the learner and appropriate agency to discuss how best support can be provided.
- The learner's needs will only be discussed between agencies with the learner's explicit consent.

#### 4 Statutory Duties

##### Relevant legislation hyperlinks (Appendix 1)

##### Equality Act 2010:

- Non-discrimination
- Reasonable adjustments
- Public sector equality duties

##### Education (Additional Support for Learning) (Scotland) Act 2004 as amended

- Transition planning duties
- Corporate Parenting

##### Data Protection Act 1998

#### 5 Referrals

- 5.1 Where an additional support need for any learner has been raised, the further/higher education institution will take account of the need and liaise with the appropriate partners for an assessment in order to consider provision of additional support.
- 5.2 All referrals for additional personal or health care support in college will be made to the local authority and/or Health and Social Care Partnership and an assessment of need will be carried out. If the learner is eligible for additional support a support plan will be completed by an appropriate member of staff from the local authority, Health and Social Care Partnership and further/higher education provider.
- 5.3 The support plan will contain details of personal and health care support required by the learner and will outline how this support will be provided. The partners will consider all requests for additional support and will jointly reach a decision on each request.

## **6 Review of Services**

- 6.1 The partners agree to maintain an ongoing review and improvement of services, which will include:
- i Mapping resources,
  - ii Establishing current levels and standards of service provision
  - iii Identifying gaps in provision.
- 6.2 This will inform the future development of our support strategy.

## **7 Equipment**

- 7.1 For learners coming from local schools and agencies with specific equipment, the further/higher education institution will look at options available to ensure they meet further/higher education Health and Safety guidelines.

## **8 Roles and Responsibilities of Partners**

- 8.1 The partnership recognises that the education authority is, in the main, responsible for the provision and funding of additional support for learning while school learners are accessing the further/higher education institution through school-link programmes. Such support could include both learning and personal support as assessed by the education authority in consultation with the further/higher education institution. This support may be complemented by the curriculum support provided by the further/higher education institution.
- 8.2 The partnership recognises that further education/higher education (college) providers are, in the main, responsible for the provision and funding of curriculum support whilst the learner is attending further/higher education on a part-time or full-time basis after they have left school. Such support depends on the individual need as assessed by the further/higher education institution through an educational Needs Assessment process.
- 8.3 The local authority (care services) is (more widely) responsible for the assessment of needs to determine whether an adult is eligible for personal support to attend further/higher education institutions.
- 8.4 Health and Social Care Partnerships are responsible for determining the health care needs of learners – including their need for medication. Wherever possible learners should be enabled to retain full responsibility for managing and taking their own medication.
- 8.5 Where appropriate, the further/higher education institution will ask the learner (or parent/guardian, where appropriate) to provide written confirmation of the learner's medication requirements and details of the procedures to be followed in an emergency.
- 8.6 The Health and Social Care Partnership is responsible for providing the learner with advice and guidance regarding the storage and administration of medicine, and the development of effective strategies for managing self-medication whilst studying at further/higher education.
- 8.7 The further/higher education institution will be responsible for making a reasonable adjustment to allow medication to be administered in an appropriate place.

- 8.8 The further/higher education institution will be responsible for obtaining the appropriate first aid assistance and/or calling the emergency services should the learner require medical help while on further/higher education premises.
- 8.9 Skills Development Scotland will offer learners a range of products and services to:
- i Develop individuals' career management and decision making skills
  - ii Help individuals become more aware of the world of work
  - iii Assist individuals enter appropriate education, training or work

The delivery of these products and services take account of the differentiated needs of individuals, including those with additional support needs and are designed and delivered to meet these needs. Underpinning service delivery are processes, including the use of assessment tools and approaches, which recognise and identify the particular needs of individuals.

- 8.10 While all partners understand the roles and responsibilities, we all agree that the overriding aim is to work in partnership to provide the best support available to a learner. (There will be occasions therefore when partners may consider providing support not explicitly within their statutory responsibility; such an arrangement requires consent from the learner and where appropriate, their carer or parent).

## **9 Transport**

- 9.1 Local authorities arrange and fund specialist transport services to and from the higher/further education provider as required for school learners. All partners seek to encourage independent travel. The expectation of partners is that during transition year from school to further/higher education, independent travel is considered a priority for development.

## **10 Disclosure Arrangements**

- 10.1 All partners will ensure that all employees or employees of agencies contracted by the partners, who are supporting learners in further/higher education, have a current Enhanced Disclosure Certificate as stated in the Protection of Children (Scotland) Act 2003, before starting a post. All partners will ensure that Enhanced Disclosure checks are migrated to PVG within a reasonable timeframe. Disclosure Scotland will thereafter, automatically notify partners of changes as they arise.
- 10.2 Where a learner employs a support worker/carer/driver using Self Directed Support payments or other sources of funding, he/she must provide evidence to the further/higher education that the support worker/carer/driver has a current PVG certificate.

## **11 Transition Information Sharing**

- 11.1 Under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 ("the 2004 Act" and the 2004 as amended principal Act ), Education Authorities are required to have asked any appropriate agency including the further/higher education institution, any information about the provision that the agency is likely to make for the young person after they leave school. This would happen no later than 12 months before the young person is expected to leave school, or as soon as is practicably possible.
- 11.2 The education authority must pass information to the appropriate agency, including The further/higher education institution, no later than six months before the young person is expected to leave school, or as soon as practicably possible. The information

may include details of the expected school leaving date, details of additional support needs and support that is currently in place.

- 11.3 Under the terms of the 2004 Act, if requested by the Education Authorities, further/higher education providers will be obliged to provide information on any provision they are likely to make for the learner on ceasing to receive school education. The information provided will be taken account of by the Education Authority in considering the adequacy of the additional support to be provided for the learner, during the period before they cease to receive education.

## **12 Review of Provision**

- 12.1 Provision of support may change depending on the needs of the learner. Should there be a need to consider changes to the support plan these will be discussed with the learner, their carer/s and relevant partners. The partnership will be made aware of any significant changes.
- 12.2 Where appropriate (and with the permission of the learner) the further/higher education provider will be invited and represented at reviews called by other agencies.

## **13 Monitoring Arrangements**

- 13.1 Existing further/higher education evaluation procedures will be used to record feedback from learners/carers and professional staff in order to monitor the support arrangements put in place and the quality of support. Matters relating to support will also be raised and discussed at The Partnership Matters Strategy Group meetings.
- 13.2 The Partnership Matters Strategy Group Partners will meet at least three times a year during November, February and May to consider support arrangements that have been put in place and feedback on these and any other relevant matters relating to provision and support.
- 13.3 All partners will be represented at Partnership Matters meetings to discuss, agree on or review Partnership Matters arrangements.
- 13.4 This Partnership Agreement will be reviewed annually and revised as necessary.

## **14 Recording and Information Systems**

- 14.1 To ensure that all relevant information about a learner including his/her support needs is passed on to the appropriate agency.
- 14.2 Partners will ensure access to all information, including assessment (GIRFEC) reports, to help support planning (subject to appropriate legislation and with the permission of the learner) and inform decision making about support arrangements for the learner.

## **15 Provision of Support**

- 15.1 The learner will have a support plan that will be agreed upon by all partners and the learner (and if required by legislation, the parent/guardian/carer). The plan will identify the learner's individual needs and aspirations and outline how they will be supported by all partners to achieve this end. Further/higher education institutions will ensure the support plan is updated on a regular basis and revised as necessary.



- 15.2 Designated further/higher education staff will liaise with parties in reviewing support arrangements for learners with support needs. This includes monitoring progress and attendance.
- 15.3 The support provided will respect the beliefs and cultural identity of the learner.
- 15.4 Information relating to the support arrangements, and how this is managed and monitored should be treated in an open but confidential manner, respecting the privacy of the learner at all times.

## **16 Health and Safety**

- 16.1 Health and safety procedures of all partners will be adhered to, in providing support to the learners.

## **17 Support of Staff**

- 17.1 Where a Health and Social Care Partnership commission support for eligible persons, providers will ensure that any member of staff employed to offer personal or health care support has been trained to carry out the tasks allocated to them. Staff should demonstrate the knowledge, level of skills, experience and if necessary, qualifications to support the needs of the learner.
- 17.2 All staff will be provided with training and development through their employer that reflects the needs of the learners they will be supporting. They may also be provided with on the job training. On occasion partners may consider joint training initiatives.
- 17.3 All partners will ensure that support is available to all staff members from their manager.
- 17.4 Partners will encourage collaborative learning and development, through the sharing of ideas and staff training, with regards to learner support arrangements.

## Appendix 1

### Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

### Education (Additional Support for Learning (Scotland) Act 2004 as amended

<http://www.legislation.gov.uk/asp/2004/4/contents>

### Children and Young People (Scotland) Act 2014

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

- Transition Planning Duties
- Corporate Parenting

[http://www.celcis.org/looked\\_after\\_children/corporate\\_parenting/](http://www.celcis.org/looked_after_children/corporate_parenting/)

### Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>