NORTH EAST SCOTLAND COLLEGE

REGIONAL BOARD MEETING

Meeting of 30 September 2025,

held in ETSH Altens (at 10am)

NORTH EAST SCOTLAND COLLEGE
REGIONAL BOARD

REGIONAL BOARD

NOTICE OF MEETING

There will be a meeting of the Regional Board of North East Scotland College on Tuesday 30 September 2025 at 10am in the Exhibition Space within the Energy Transition Skills Hub, Altens, Aberdeen

AGENDA

Agenda Item		Paper
01-25/26	Apologies for Absence (S Elston)	
02-25/26	Declaration of Any Potential Conflicts of Interest in Relation to Any Agenda Items (S Elston)	
03-25/26	Minute of the Previous Meeting (June 2025) (S Elston)	x
04-25/26	Matters Arising from the Previous Meeting (June 2025) (S Elston)	x
	Matters for Decision	
05-25/26	Regional Board Terms of Reference (S Lawrance)	x
06-25/26	Regional Board Draft Programme of Business (S Lawrance)	x
07-25/26	Strategic Plan Sub-Strategies (R McGregor/R Laird)	x
	Matters for Discussion	
08-25/26	AY2024/25 Annual Accounts Update (S Thompson)	x
09-25/26	AY2025/26 Budget Position/Financial Planning (S Thompson)	x
10-25/26	Start of Year Position (Including Enrolments and Projected Credits) (R McGregor) (Presentation)	
11-25/26	Lessons Learnt Report (TQS) (R McGregor)	x
12-25/26	SFC Published KPIs AY2023/24 Report (R McGregor)	x
13-25/26	Health and Safety Annual Report (S Thompson)	x
14-25/26	ASET Risk Register and Verbal Update (S Thompson/R McGregor)	x
15-25/26	Strategic Risk Register (S Thompson)	x
16-25/26	Update on ALF Funded Projects – Student Records System and Data Analyst Position (S Thompson/R McGregor)	x
17-25/26	Report by the Regional Chair (S Elston) (paper to follow)	x
18-25/26	Report by the Principal (N Cowie)	x
19-25/26	Report by Committee Chairs (S Elston; J Gifford; S Ross)	x
20-25/26	Estates Update (S Thompson) – (paper to follow)	x
	Matters for Information	
21-25/26	Governance Update (S Lawrance)	x
22-25/26	**Any Other Business**	
23-25/26	**Summation of Actions and Date of Next Meeting**	
	Private Reserved Matters for Decision	
24-25/26	Principal's Objectives	x

Please note directly following the Regional Board Meeting there will be an opportunity for Board Members to tour the new Energy Transition Skills Hub with tour led by Susan Grant.

REGIONAL BOARD

MINUTE OF MEETING
DRAFT Minute of the Meeting of the Regional Board of North East Scotland College, held on Tuesday 17 June 2025 at 1045 in M102 at Altens Campus.

Agenda Item	
	Present: Susan Elston, Regional Chair Jim Gifford, Vice Chair Leona McDermid, Vice Chair Bryan Hutcheson from 1100hrs Caroline Laurenson Iain Watt Mark Fotheringham Cindy Dempster Neil Cowie Ellie Zemani Gerry Lawrie Ewan Rattray Viktorija Nikitina Emma MacIsaac **Present via Teams:** Averil Watt **In Attendance:** Robin McGregor, Vice Principal, Curriculum & Quality Stuart Thompson, Vice Principal, Finance & Resources Susan Lawrance, Secretary to the Board Karen Fraser, Minute Secretary **Guest Attendee:** Robert Laird, Head of Planning and Academic Partnerships (for Agenda Item 81-24) **Guest Attendee in Attendance via Teams:** John Reid, Board Chair, ASET (for Agenda Item 75-24) S Elston thanked Board Members for their attendance at the pre-meeting tour of the Energy Skills Hub and the Outreach Vehicle. Regional Chair S Elston welcomed all in-person and virtual attendees. Some agenda items were addressed out of sequence to assist with guest attendee online connectivity.
71-24	**Apologies for Absence (S Elston)** Apologies were received in advance from S Ross, D Blackhall and D Cockburn.
72-24	**Declaration of any Potential Conflicts of Interest in Relation to Any Agenda Items (S Elston)** J Gifford declared a potential conflict of interest by virtue of his position with Aberdeenshire Council. L McDermid declared a potential conflict of interest by virtue of her position with Aberdeen Foyer. C Laurenson declared a potential conflict of interest by virtue of her position with Code The City.
73-24	**Minute of the Previous Meeting (25/03/25) (S Elston)** The Minute was approved as a true and accurate record.

74-24	**Matters Arising from the Previous Meeting (25/03/25) (S Elston)** Members noted that there were no matters arising.
	Guest Attendee J Reid joined the Meeting via Teams at 10:58am
	Reserved Presentation
75-24	**ASET Update (J Reid)**
	Guest Attendee J Reid left the Meeting at 11:27am
	Reserved Matters for Decision
76-24	**Financial Budget 2024-25 and Capital Plan (S Thompson)**
77-24	**Financial and Capital Budget 2025-26 (S Thompson)**

78-24	**5-Year Scenario Planning Document (S Thompson)**
	Matters for Decision
79-24	**Schedule of Meetings AY2025-26 (S Elston)** Members were reminded of the draft status of the schedule and were notified of anticipated alterations to Meeting dates and to the strategy event. Following the circulation of an updated version, Committee Chairs were asked to notify S Lawrance of attendance challenges.
80-24	**Strategic Risk Register (S Thompson)**
	Guest Attendee R Laird joined the Meeting at 12:21pm
81-24	**Strategic Plan (R McGregor/R Laird)** Introduced by R McGregor, the draft 2025-30 Plan was presented for Regional Board endorsement, and the next steps required to finalise its implementation were outlined with a "soft launch" planned for the start of the next academic year. Associated co-design work undertaken over the past year was referenced with Members noting the involvement of students, stakeholders, staff and others. The simultaneous conception of the 6 inter-dependent Sub-Strategies was highlighted. Guest attendee R Laird provided supplementary detail with regard to the co-ownership of the Sub-Strategies by the Strategic Leadership Team. Ongoing work on the templates to achieve consistency in format and messaging was highlighted. Feedback was invited and members expressed positivity and high praise for the Plans content and its shaping.

	Two suggested changes concerning specific wording used were welcomed with the changes to be applied. Proposals to draw Regional Board members' attention to the strategic messaging via its' incorporation into Paper headings or as an Agenda Item were mooted. Thanks were expressed to R Laird and all those involved in the Plans' evolution. **Action: the 2 adjustments to wording to be applied.**
	Guest Attendee R Laird left the Meeting at 12:48pm
	Matters for Discussion
82-24	**Graduations 2025 (N Cowie)** The Paper was summarised so as to illustrate the planning for the ceremonies to date. Low student uptake numbers and the autumn timings of the ceremonies were briefly discussed, with Members noting the ongoing work to try to increase engagement, including early indication of Graduation Dates and the possible reasons for non-attendance offered by E MacIsaac.
83-24	**Student Satisfaction and Engagement Survey (R McGregor)** Results from the Student Satisfaction and Engagement Survey, completed by the AY2024-25 student cohorts, were detailed in the Paper. Outstanding levels of engagement, far better than sector average and SFC expectations, were highlighted. Staff, and the Students Association were thanked for their input to ensuring such engagement results. The ability to now extract a wealth of qualitative data was noted.
	Reserved Matters for Information
84-24	**Quality Investigation Update (R McGregor)**
85-24	**Credit Activity Update and Forecast (R McGregor)**
86-24	**ETSH Update (Susan G to update members during tour)**
6	**Matters for Information**
87-24	**Quality Activity Interim Update (R McGregor)**

	The interim report was provided so as to highlight the formal activity undertaken by the Quality department. **Action: R McGregor to share trend data in relation to complaints in the Regional Board Teams' space.**
88-24	**ASET Risk Register (S Thompson)**
89-24	**SFC Financial Forecast Return (S Thompson)** S Thompson directed members to the guidance shared by SFC and highlighted the short-notice completion deadline of the FFR as 30/06/25.
90-24	**SFC Funding (S Thompson)**
	Reports to the Board
91-24	**Report by the Regional Chair (S Elston)** S Elston provided summations of meetings with Colleges Scotland, College Employers Scotland, NJNC, CDN and Community Planning Aberdeen which were recently attended. Members noted Gavin Donoghue as the new CEO of Colleges Scotland, along with the changes in relation to Colleges Scotland Board (now Trustee Board).
92-24	**Report by the Principal (N Cowie)** N Cowie highlighted the key takeaways from his submitted Report.
93-24	**Report by Committee Chairs (S Elston)** Members noted the Report by the Committee Chairs, with Chairs from the A&R, the C&Q and the HR Committees and the Vice-Chair from the F&R Committee invited to highlight the salient points from meetings held. Thanks were expressed to S Thompson for his undertaking of additional work during a period of change in the Finance team.
94-24	**Any Other Business** • **Microsoft Licensing & Associated Services Contract Award** A date error contained in the contract was acknowledged by S Thompson as explanation for the short-notice renewal approval request circulated by email to members. • **ECITB 5-Year Strategy Creation** Members' appetite for information-sharing from ECITB was probed. **Action: Guest presenter attendance at a Short SLT and/or at a Regional Board Meeting to be further explored.**
95-24	**Summation of Actions and Date of Next Meeting** S Lawrance provided a summary of the identified actions.
	NESCol and SA staff members (including Minute Secretary) left the Meeting at 1:35pm
	Private Reserved Matters for Information
96-24	**Update to Principal's Performance Management Objectives**

Actions from the Regional Board Meeting of 17 June 2025			
Agenda Item	**Action**	**Responsible Person**	**Deadline**
75-24	**ASET:**		
77-24	**Budget:**		
81-24	**Strategic Plan:** the 2 suggested adjustments to wording to be applied	R Laird	Immed
87-24	**Quality Activity Report:** trend data in relation to complaints to be uploaded to Regional Board Team's space	R McGregor	Immed
94-24	**ECITB:** guest presenter attendance at Short SLT/Regional Board Meeting to be further explored	Board Secretary with M Fotheringham	Immed

REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 17 June 2025.

Agenda Item	
75-24	**Action: ASET:**
	Status:
75-24	**Action: Budget:**
	Status:
81-24	**Action: Strategic Plan:** 2 suggested adjustments to wording to be applied
	Status: Complete
87-24	**Action: Quality Activity Report:** trend data in relation to complaints to be uploaded to Regional Board Team's space
	Status: Complete. Trend data uploaded to Regional Board Team space, Complaints Trend Data and Summary for Regional Board.pdf
94-24	**Action: ECITB:** guest presenter attendance at Short SLT/Regional Board Meeting to be further explored
	Status: Incomplete. SLT guest speakers for AY2025/26 still to be explored, but assurance that this will be included in discussions provided.

REGIONAL BOARD Meeting of 30 September 2025	
Title: Regional Board Terms of Reference	
Author: Susan Lawrance, Secretary to the Board	**Contributor(s):**
Type of Agenda Item: **For Decision** ☒ **For Discussion** ☐ **For Information** ☐ **Reserved Item of Business** ☐	
Purpose: To enable the Regional Board to review its Terms of Reference.	
Linked to Strategic Goal:	
Linked to Annual Priority:	
Executive Summary: Attached as Appendix 1 to this paper is the Board's current Terms of Reference. Members are asked to review the attached and consider if the Board's remit accurately reflect its main areas of responsibility and focus, noting the inclusion of one Board Development event during the academic year.	
Recommendation: It is recommended that the Board review and if so minded, readopt its Terms of Reference.	
Previous Committee Recommendation/Approval (if applicable)**:** None	
Equality Impact Assessment: **Positive Impact** ☐ **Negative Impact** ☐ **No Impact** ☐ **Evidence:**	

REGIONAL BOARD		
1.1	**Membership**	The membership of the Regional Board will be constituted as required by the Further and Higher Education (Scotland) Act 1992 (as amended), the Further and Higher Education (Scotland) Act 2005 (as amended) and the Post 16 Education (Scotland) Act 2013 and as per the Standing Orders
1.2	**Quorum**	No less than one half of the members entitled to vote.
1.3	**Remit** The Regional Board shall observe constitutional arrangements as set out in legislation and the Standing Orders in all its business. The Regional Board must ensure compliance with the statutes, ordinances and provisions regulating the College and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to the College. The Regional Board is responsible for overseeing the business of the College, determining its strategic direction and fostering a safe environment in which the College's vision is achieved and the potential of all learners is maximised through the delivery of high-quality learning and outcomes. The Regional Board must also ensure that the College has in place effective management and financial controls to support the student experience within a framework of public accountability and transparency. The Regional Board shall: • Determine the College's vision, strategic direction, educational character, values and ethos • Identify strategic priorities and provide direction within a structured planning framework • Safeguard the financial and institutional sustainability of the College by ensuring that funds are used as economically, efficiently and effectively as possible, and that effective monitoring arrangements are in place • Ensure there is a common approach to the management of risk throughout the College through the development, implementation and embedding within the organisation of a formal, structured risk management process • Monitor agreed key performance indicators to determine if the College's vision and values are being fulfilled and the interests of stakeholders are being met • Work in partnership to secure the coherent provision of high quality fundable further and higher education across the region • Provide leadership in equality and diversity	

	• Ensure that the College conducts its operations in such a way, so far as is reasonably practicable, that employees, students and others who may be affected by its activities are not exposed to risks to their health and safety • Determine the Board's position regarding National Collective Bargaining and ensure that this is communicated to the Employers' Association. In observance of the Scheme of Delegation, the Regional Board reserves making decisions on the following matters to itself, upon advice from or recommendation by the relevant Committee where appropriate and must not be delegated: • determining the objectives of the Board • final approval of the College's Strategic Plan and Outcomes Framework and Assurance Model (replacing Outcome Agreements from AY 2024/25). • approval of the year-end Annual Report and Accounts • approval of the Annual Budget • final consideration of the Annual Audit Report • approval of the Strategic Risk Register • acquisition and disposal of heritable property, subject to approval of the SFC • ensuring a formal and open procedure is in place for recruiting and selecting new non-executive Board Members, having regard to all relevant Ministerial Guidance on board appointments • ensuring appropriate arrangements are in place for the appointment of Staff and Student Members • appointment of the Senior Independent Member • appointment and removal of the Principal and Chief Executive • appointment and removal of the Secretary to the Board • approval of terms and conditions of appointment of Board Members • approval of the Students' Association constitution and the election regulations for student officers • delegation of functions of the Board including remits of Committees and this Scheme of Delegation • the making, amendment and revocation of the Standing Orders of the Board • approval of the awarding of contracts over a value of £300,000. • approval of the College's capital programme.
1.4	**Meetings/Reporting** The Regional Board shall meet a minimum of four times per year. The Regional Board will normally hold a minimum of one Strategy Event during each academic year. One Board Development event will also take place during each academic year.

REGIONAL BOARD – PROGRAMME OF BUSINESS AY2025-26

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

30 SEPTEMBER 2025
For Discussion
AY2024/25 Annual Accounts Update
AY2025/26 Budget position/financial planning
Principal's Performance Management Objectives for AY2025/26
Health and Safety Annual Report
Energy Transition Skills Hub update including Launch Event
ASET
Start of year position (including enrolments and projected credit activity)
Strategic Risk Register
SFC KPI Publication
KPI Position for AY2024/25
Lessons Learnt Report -TQS
Update on ALF Funded Projects – Student Records System and Data Analyst Position
Estates
For decision
Regional Board Terms of Reference
Regional Board Programme of Business
Policies for approval (if any)
For Information
Strategic Plan Launch/Timeline/Update

10 DECEMBER 2025
For Decision
Annual Audit Report (Audit Scotland) as presented to A&R/F&R Committees
SA Partnership Agreement AY2025/26, as presented to C&Q Committee
For Discussion
Aberdeen Skills and Enterprise Training Limited – Annual Report by Chief Executive/Chair
Indicative Budget Review (if available)
Opportunities Register
Quality Activity Interim Report
For Information
First Impressions Survey Results AY2025-26
Strategic Risk Register
Credit Activity Update & Forecast

18 MARCH 2026
For Decision
Equalities Mainstreaming Report
Governance Manual (Annual Review)
Budget Review
For Discussion
KPIs 2024-25*(Published SFC data & College KPI Publications)*
ASET Update
BCD Update
For Information
Indicative Funding Allocation AY2026-27
Campus Management Update
PREVENT Annual Report
Board Member Register of Interests (annual update)
SFC Credit Activity Update & Forecast
Principal's Performance Management Objectives - Progress Update
Prevent Annual Report (Alesia)
Opportunities Register

17 JUNE 2026
For Decision
Programme of Meetings 2025-26
Budget, Capital Plan & Financial Forecast Return (including final Funding Allocation
Financial Budget & Long Term financial planning
Capital Budget
For Discussion
Strategic Risk Register
Credit Activity Update & Forecast
Schedule of Meetings for AY2026/27
Graduations AY2026/27
Student Satisfaction and Engagement Survey
For Information
KPI Data
Principal's Performance Management Objectives- Update

Please note there will be a Strategic/Board Development Day – probably 20 January but date and timings still to be confirmed. A Save the Date will be sent out shortly.

STANDING ITEMS
Minutes of Previous Meeting
Matters Arising from the Previous Meeting
Report by the Regional Chair
Report by the Principal
Report by Committee Chairs

Red denotes Reserved Item of Business

REGIONAL BOARD Meeting of 30 September 2025	
Title: **Strategic Plan 2025-30 – Sub-Strategies**	
Author: Robin McGregor, Vice Principal: Curriculum and Quality	**Contributor(s):** Paul Smith, Assistant Principal Communication and Planning Robert Laird, Head of Planning and Academic Partnerships
Type of Agenda Item: **For Decision** ☒ **For Discussion** ☒ **For Information** ☐ **Reserved Item of Business** ☐	
Purpose: The purpose of this paper is to present the Sub-Strategies to the Strategic Plan 2025–2030 for North East Scotland College to the Regional Board for approval.	
Linked to Strategic Theme:	
Linked to Strategic Risk(s):	
Executive Summary: This paper presents Sub-Strategies to the Strategic Plan for 2025–2030 for approval by the Regional Board. The paper also sets out the next steps required to launch and implement the plan, ensuring alignment with institutional priorities and regional needs.	
Recommendation: It is recommended that the Board consider and approve the draft as provided.	
Previous Committee Recommendation/Approval (if applicable)**:**	
Equality Impact Assessment: **Positive Impact** ☐ **Negative Impact** ☐ **No Impact** ☒ **Evidence:**	

REGIONAL BOARD

Strategic Plan 2025-30 – Sub-Strategies

1.0 Introduction

The purpose of this paper is to present the Sub-Strategies to Strategic Plan 2025–2030 for North East Scotland College to the Regional Board for approval.

The paper also sets out the next steps required to promote and implement the plan, ensuring alignment with institutional priorities and regional needs.

2.0 Development and Process

2.1 The Regional Board approved the Strategic Plan 2025–2030 on 17 June 2025. A copy of the plan is included in **Appendix 1**.

2.2 Over Summer, the Strategic Leadership Team have developed sub-strategies to show how the Strategic Plan will be realised. The sub-strategy documents are presented in **Appendix 2**.

Each sub-strategy within the Strategic Plan is structured to articulate a clear ambition, define key objectives, and outline the College's overarching approach to achieving its goals.

For sub-strategy, further work will be done to set out how progress will be delivered, supported by the development of SMART objectives, allocation of appropriate resources, robust risk management, and transparent reporting arrangements. This will ensure that each sub-strategy is actionable, measurable, and aligned with the College's commitment to continuous improvement and accountability.

The tables in **Appendix 3** demonstrate how the key objectives of the strategic plan are addressed across the sub-strategies. These tables clearly map the strategic objectives to the relevant sub-strategies, ensuring full coverage and alignment. These tables will be added to the Strategic Plan document as an Appendix.

3.2 Development of Sub-Strategies

3.2.1 There are 6 sub-strategies, each contributing to the overarching College goals. There are themes that cut across many, if not all sub-strategies (eg innovation, sustainability, efficiency, wellbeing, skills. A summary of each sub-strategy is given below:

<u>Our Student Experience</u>
NESCol aims to deliver a transformative and inclusive student experience by implementing high-impact teaching strategies aligned with the sparqs Student Learning Experience Model, harnessing technology for a future-ready curriculum, and embedding a trauma-informed support model. The College will focus on smooth student transitions, wellbeing, and fostering a sense of belonging, while empowering students to co-create their learning journey and actively shape

College culture. Success will be measured by improved student success rates, satisfaction, engagement, and positive destinations.

Our Colleagues

The College is committed to being a progressive employer by attracting and retaining diverse talent, enhancing staff engagement, and supporting professional growth through planned learning and development. Initiatives include improving recruitment and onboarding, expanding employee benefits, and fostering a culture of trust, transparency, and open communication. Staff will be empowered to influence strategic direction, and leadership development will be prioritised to ensure a motivated and high-performing workforce.

Our Digital Ambition

NESCol's digital strategy focuses on equitable access to robust digital infrastructure, advancing staff digital skills, and integrating adaptive technologies into teaching and learning. The College will benchmark digital maturity, expand digital training, and promote a digital-first culture through leadership and governance. Innovation will be encouraged by piloting new technologies, reducing paper-based processes, and developing digital resources and support tools, including an AI-powered chatbot.

Our Spaces

The College will create welcoming, safe, and energising campus environments by enhancing the atmosphere and utilisation of spaces, investing in infrastructure, and developing design principles for both teaching and public areas. Community engagement will be deepened through increased access, flexible programmes, and outreach initiatives, while each campus's unique features will be celebrated. Efficiency and utilisation will be improved through targeted estate management and stakeholder feedback.

Our Secure Future

NESCol is dedicated to ensuring financial, environmental, and social sustainability by diversifying income streams, implementing a robust Carbon Management Plan, and embedding sustainable practices across operations and curriculum. The College will promote a culture of safety, innovation, and wellbeing, and strengthen business continuity planning. Regional skills will be preserved and promoted through targeted programmes and community engagement, supporting both traditional industries and future growth.

Our Region

The College will act as a catalyst for regional economic and social growth by aligning its curriculum with industry needs, strengthening partnerships with employers, local authorities, and community organisations, and widening access to education. NESCol will support urban regeneration, community health, and social mobility, while building its reputation as a trusted partner for workforce development and innovation. Engagement with regional stakeholders will ensure the College remains responsive to evolving priorities.

4.0 Next Steps

4.1 Following the approval of the Strategic Plan 2025–30 and its Sub-Strategies by the Regional Board, the plan will be formally launched to all staff. This launch will be accompanied by a series of focus sessions, each dedicated to exploring one of the sub-strategies in detail.

4.2 The plan and its components will be shared with all stakeholders to ensure transparency and collective understanding.

4.3 Additionally, the plan will be presented to our community planning partners for endorsement, further reinforcing our commitment to shared objectives and maximising regional impact.

Appendix 1 (see attached)

Strategic Plan 2025-2030

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Appendix 2 (see attached)

Strategic Plan Sub-Strategies
Our Student Experience
Our Colleagues
Our Digital Ambition
Our Spaces
Our Secure Future
Our Region

*****

Appendix 3 (see below)

Mapping the Sub-Strategies to Core Objectives

Mapping the Sub-Strategies to the Core Objectives		
1.0	**Delivering outstanding education and training**	
1.1	Delivering high-quality, flexible, and industry-relevant courses that support career progression.	Our Colleagues Our Student Experience Our Secure Future Our Region
1.2	Enhancing digital learning strategies and embracing new technologies to provide innovative teaching.	Our Student Experience Our Digital Ambition
1.3	Prioritising continuous professional development for staff.	Our Colleagues Our Digital Ambition
1.4	Striving for sector leading levels of student success, engagement and feedback.	Our Student Experience
2.0	**Building a better future with students**	
2.1	Fostering an inclusive, diverse, and supportive learning environment that meets individual student needs.	Our Student Experience Our Digital Ambition Our Spaces
2.2	Developing student support services, including mental wellbeing resources and financial assistance.	Our Student Experience
2.3	Strengthening transition pathways from school to college and from college to employment or higher education.	Our Student Experience Our Region
2.4	Embracing the student voice and putting those opinions at the centre of decision making.	Our Student Experience
3.0	**Strengthening our region's communities and economy**	
3.1	Driving regional economic growth by aligning courses with industry demands.	Our Student Experience Our Secure Future Our Region
3.2	Strengthening partnerships with employers, local authorities, and community organisations.	Our Student Experience Our Spaces Our Secure Future Our Region
3.3	Raising aspirations and showcasing opportunities.	Our Spaces Our Secure Future Our Region Our Student Experience
3.4	Supporting social mobility by widening access to education and addressing barriers to learning.	Our Student Experience Our Region

4.0	**Building a stronger and more sustainable College**	
4.1	Implementing green campus initiatives and aiming to become a net zero College.	Our Spaces
4.2	Promoting sustainable practices in curriculum delivery and operations.	Our Student Experience Our Secure Future
4.3	Encouraging innovation through research collaborations and new programme development.	Our Digital Ambition Our Region
4.4	Focusing on financial sustainability, through revenue generation and efficiency.	Our Secure Future
5.0	**Striving to deliver excellence and growth**	
5.1	Aspiring to improve and enhance all that we do.	Our Colleagues Our Student Experience Our Digital Ambition Our Spaces Our Secure Future Our Region
5.2	Maintaining high standards of governance, accountability and compliance.	Our Colleagues Our Digital Ambition Our Secure Future
5.3	Improving infrastructure and facilities to enhance the student experience.	Our Student Experience Our Digital Ambition Our Spaces
5.4	Expanding outreach initiatives to increase engagement and reach.	Our Spaces Our Region Our Secure Future

Sub-Strategy	**Core Objective**																			
	1 – Delivering outstanding education and training				2 – Building a better future with students				3 – Strengthening our region's communities and economy				4 – Building a stronger and more sustainable College				5 – Striving to deliver excellence and growth			
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
Our Colleagues	✓		✓														✓	✓		
Our Student Experience	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓			✓		✓	
Our Digital Ambition		✓	✓		✓										✓		✓	✓	✓	
Our Spaces										✓	✓		✓				✓		✓	✓
Our Secure Future	✓								✓	✓	✓			✓		✓	✓	✓		
Our Region	✓						✓		✓	✓	✓	✓					✓			✓

APPENDIX 1

NORTH EAST SCOTLAND COLLEGE

BRINGING LEARNING TO LIFE

STRATEGIC PLAN 2025-2030

who we are

SUPPORTING MORE THAN **1000** ADULTS TO RETURN TO FULL-TIME EDUCATION EACH YEAR

EMPLOYING **800** PEOPLE

Overall student satisfaction 90% +

Directly supporting 1,200 businesses

The No.1 choice for school leavers in the North East of Scotland

Providing workforce and professional development to organisations and individuals

A **£50M** ORGANISATION

SERVING **2,500** SQUARE MILES

HOME TO **20,000** STUDENTS

why we are here

Our goal is to give everyone the chance to build the skills and knowledge they need to succeed in learning, life and work. Putting students at the heart of everything that we do, NESCol joins forces with employers and other key partners to make sure the educational and training we shape is what the North East needs. Our teams work hard every day to build strong, inclusive communities as we push for positive social change and economic growth.

what we stand for

Quality
We are committed to delivering the very best learning experience.

Community
We value the connections we build with students and colleagues as well as in the communities we serve and with our partners.

Inclusion
We take pride in providing opportunities for all in a welcoming and supportive way.

Innovation
We make it our goal to embrace change and new technology to make NESCol a better place to learn, work and visit

Partnership
We work with employers and industry organisations to equip students with relevant skills and paths to rewarding careers.

where we are going

Our ambition is to get even better at what we do, meaning more students leave College with the qualifications and qualities they need, and to provide a high-quality experience for everyone who falls under our wing.

NESCol is the North East of Scotland's first choice destination for training and education – and we want to open up opportunities for even more learners.

To do that we need to build a sustainable future for the College, working efficiently and focusing on commercial goals.

We'll continue to collaborate with employers to equip the workforce with skills for today and for the future, always looking for ways to innovate.

NESCol doesn't work alone and we're proud to be a partner of choice, aiming to build on the strong foundations already in place.

Our role as a progressive employer is important to us and we'll strive to continue to enhance the ways we work.

how we'll get there

1

1 Delivering outstanding education and learning

- Delivering high-quality, flexible, and industry-relevant courses that support career progression
- Enhancing digital learning strategies and embracing new technologies to provide innovative teaching
- Prioritising continuous professional development for staff
- Striving for sector leading levels of student success, engagement and feedback.

how we'll get there

2

2 Building a better future with students

- Fostering an inclusive, diverse, and supportive learning environment that meets individual student needs
- Developing student support services, including mental wellbeing resources and financial assistance
- Strengthening transition pathways from school to college and from college to employment or higher education
- Embracing the student voice and putting those opinions at the centre of decision making.

how we'll get there

3

3 Strengthening our region's communities and economy

- Driving regional economic growth by aligning courses with industry demands
- Strengthening partnerships with employers, local authorities, and community organisations
- Raising aspirations and showcasing opportunities
- Supporting social mobility by widening access to education and addressing barriers to learning.

how we'll get there

4

4 Building a stronger and more sustainable College

- Implementing green campus initiatives and aiming to become a net zero College
- Promoting sustainable practices in curriculum delivery and operations
- Encouraging innovation through research collaborations and new programme development
- Focusing on financial sustainability, through revenue generation and efficiency.

how we'll get there

5

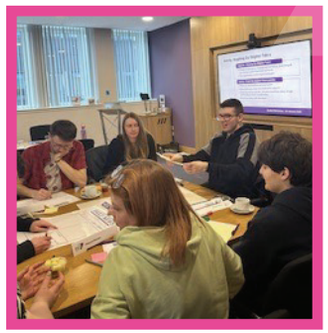
5 Striving to deliver excellence and growth

- Aspiring to improve and enhance all that we do
- Maintaining high standards of governance, accountability and compliance
- Improving infrastructure and facilities to enhance the student experience
- Expanding outreach initiatives to increase engagement and reach.

Sub strategies 2025-30

co-creating our new strategic plan

- **6** sub strategy workshops, involving more than **100** staff and students
- **2** NESCol Regional Board strategy sessions
- Consultation with key stakeholders and community partners
- **4** student focus groups, featuring representatives from all campuses
- Online feedback opportunities for **800** staff and contractors
- **40** staff workshops
- Open staff information sessions



appendix

The table below demonstrates how the key objectives of the Strategic Plan are addressed across the sub-strategies. This maps the strategic objectives to the relevant sub-strategies, ensuring full coverage and alignment.

Sub-Strategy	Core Objective																			
	1 – Delivering outstanding education and training				2 – Building a better future with students				3 – Strengthening our region's communities and economy				4 – Building a stronger and more sustainable College				5 – Striving to deliver excellence and growth			
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4
Our Colleagues	✓		✓														✓	✓		
Our Student Experience	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓			✓		✓	
Our Digital Ambition		✓	✓		✓										✓		✓	✓	✓	
Our Spaces										✓	✓		✓				✓		✓	✓
Our Secure Future	✓								✓	✓	✓			✓		✓	✓	✓		
Our Region	✓						✓		✓	✓	✓	✓					✓			✓

NORTH EAST SCOTLAND COLLEGE

BRINGING LEARNING TO LIFE

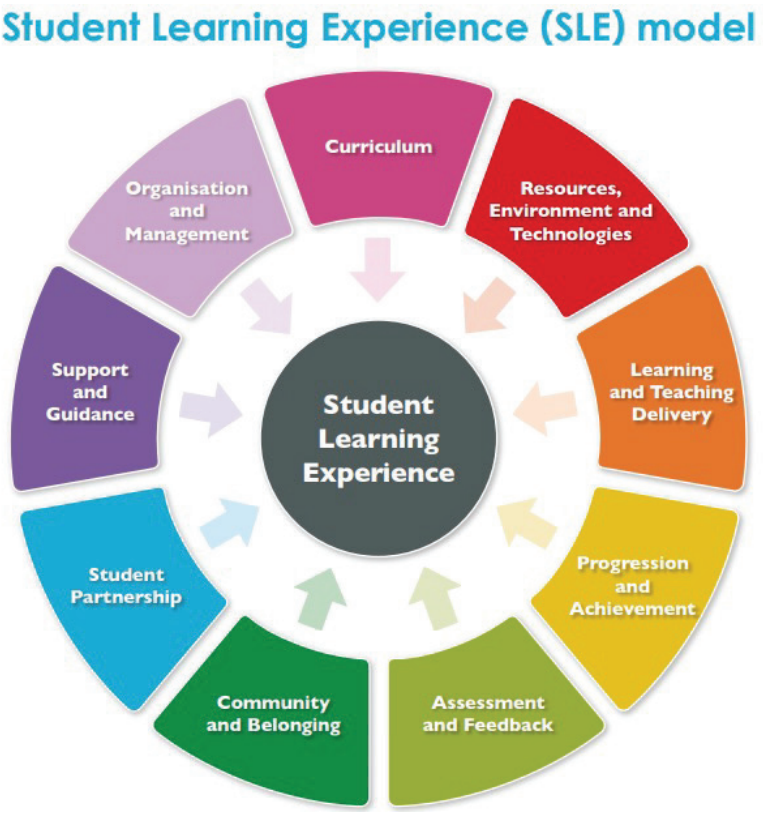
Strategic Plan
2025-2030

Sub-strategy:
Our Student Experience

Our Ambition

At NESCol we are committed to offering an innovative, inclusive, welcoming, well-informed, supportive, transformative and sector-leading student experience that empowers every student to achieve their full potential to excel in a dynamic and evolving world.

Linked to Strategic Objectives - 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 5.1, 5.3. (see table in main strategic plan document).



Key Objectives

1. To transform learning and teaching by implementing high impact strategies that are aligned with the sparqs Student Learning Experience model. This includes harnessing cutting-edge technology and innovation to deliver an inclusive and future ready curriculum, positioning NESCol as the first-choice destination for student engagement, skills development, success and real-world impact.

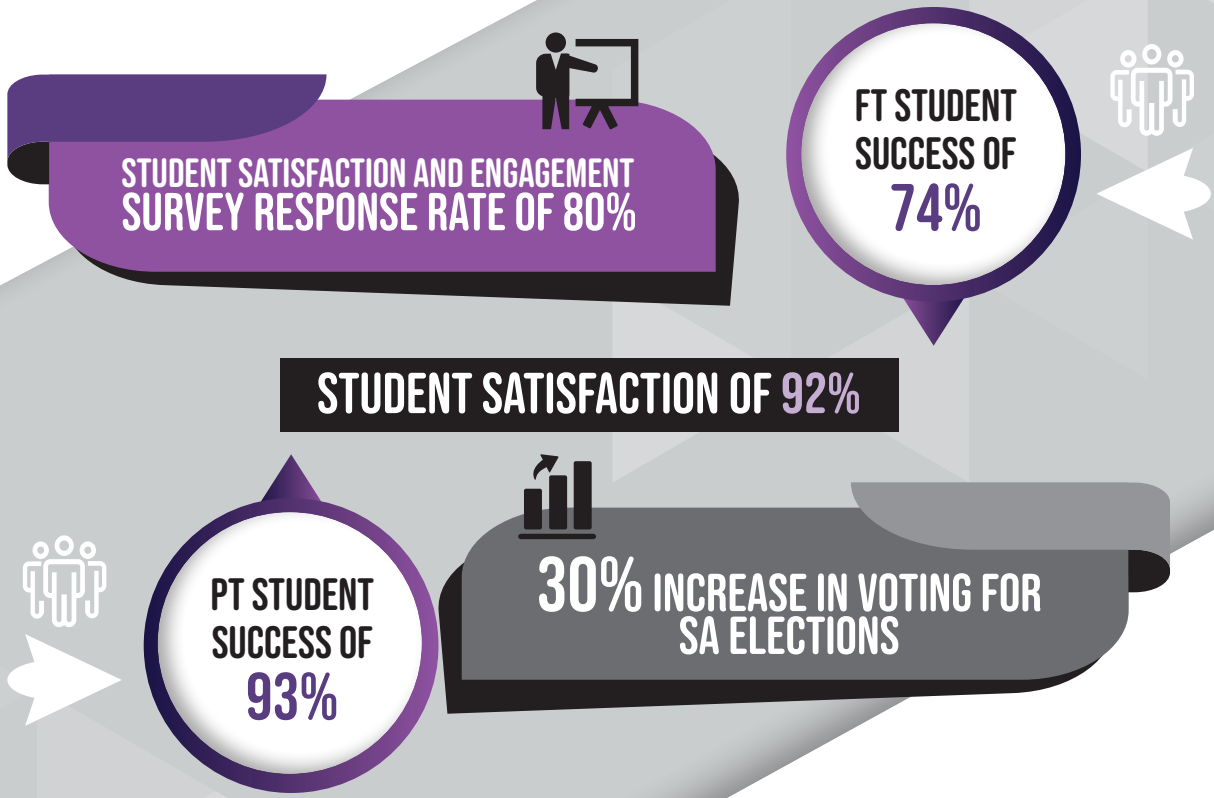
2. To embed a sustainable, trauma informed college-wide support model that ensures every student experiences a smooth transition to and from college, is guided onto the right pathway, and enjoys a learner journey in a welcoming, inclusive, and safe environment that empowers personal growth and success.

3. To enhance learning and social experiences that foster positive mental, physical, and social wellbeing – cultivating resilience, belonging, and community, and inspiring students to thrive throughout their learner journey at NESCol and beyond.

4. To champion the student voice by embedding co-creation, representation, and respect at the heart of NESCol's culture – building a trusted partnership that shapes every level of the student experience.

What does success look like?

By 2030 we will have:



How will we achieve this?

Transform learning and teaching

- **Co-creating the future curriculum** – We will, In partnership with students and key stakeholders, continuously review and redesign curriculum components that no longer meet standards of quality, adaptability, or industry relevance.

- **Enhancing the skills of colleagues and the practices of the College** – We will be progressive in our approach to development, exploring new opportunities to support staff in building knowledge and skills as well as embracing innovative and inclusive academic practices.

Embed a sustainable, trauma informed college-wide support model

- **Mainstreaming equality** – We will continue to work in partnership to embed equality and broaden opportunities for individuals with lived experience of systemic barriers across our curriculum.

- **Transitions and data sharing** – We will refine our approach to supporting effective transitions into and out of college for diverse learners by developing clear and relevant pathways, promoting career management skills, and establishing robust data-sharing agreements to enable a seamless and positive learner journey

Enhance learning and social experiences

- **Encouraging students to be active** – We will continue to develop activity that enriches the learner journey by promoting physical activity, mental wellbeing, and social connection across all college spaces.

- **Nurturing the College community** – We will build a vibrant college community where students are at the centre of everything we do.

Champion the student voice

- **Empowering the NESCol Students' Association** – We will support the Students' Association to grow its brand, strengthen its voice, and expand its impact across the learner journey.
- **Partnership in enhancement** – We will embed student co-design in departmental and college-wide self-evaluation and enhancement planning, ensuring that learners are active contributors to shaping their educational experience.

NESCol Students' Association

APPENDIX 2

NORTH EAST SCOTLAND COLLEGE

BRINGING LEARNING TO LIFE

Strategic Plan
2025-2030

Sub-strategy: Our Colleagues

Our Ambition

Our ambition is to be a progressive employer and workplace of choice - one that leads with fairness, flexibility, and support. We are committed to empowering colleagues through trust, transparency, and open communication. By fostering an inclusive and caring workplace where every individual feels valued and motivated, we aim to deliver an exceptional experience for our students.

Linked to strategic objectives 1.1, 1.3, 5.1, 5.2 (see table in main strategic plan document).

Key Objectives

1. To attract and retain talent by recruiting high-calibre candidates from diverse backgrounds. The ambition is to increase the size and quality of applicant pool for posts at all levels within the organisation and to provide existing employees with a platform to thrive.

2. To enhance the employee experience and engagement by fostering a positive, inclusive and motivating work environment. Staff will be encouraged to co-design the workplace community and culture as well as being offered opportunities to actively shape and influence the strategic direction of services.

3. To support meaningful learning and development through the provision of planned learning, training and career development. Meeting the aspirations of the organisation and individuals, the goal is to build transferable skills which help to future proof the College and underpin succession planning.

4. To enhance performance and productivity by aligning individual and team objectives with the College's overarching strategic objectives. Colleagues are central to the institution's success and effective performance management and targeted development is key to the evolution of NESCol's positive organisational culture

5. To enhance leadership, communication and culture by embedding a values-driven culture of trust through strong leadership and clear, transparent communication which encourages conversation and enables the voices of all employees to be heard. Modelling effective leadership behaviours at every level, being visible and committed to embodying the values outlined in our strategic plan, will provide the foundation for success.

What does success look like?

By 2030 we will have:

MAINTAINED A STAFF ABSENCE OF LESS THAN 3.5% PER YEAR

DELIVERED NEW INITIATIVES TO ENHANCE INTERNAL COMMUNICATION AND STAFF ENGAGEMENT

REDUCED STAFF ABSENCE BY XX DAYS PER YEAR

Increased the diversity of the workforce at all levels

ESTABLISHED EMPLOYEE SATISFACTION MEASUREMENT MECHANISMS, DEMONSTRATING INCREASING LEVELS OF ENGAGEMENT, SATISFACTION AND EMPLOYEE NET PROMOTER SCORE

Increased staff participation in wellbeing activities

DELIVERED A 12% INCREASE IN AVERAGE SHORTLISTED APPLICATIONS PER POST

INCREASED THE PROPORTION OF APPOINTMENTS OF INTERNAL SUCCESSORS FROM 46% IN 2024 TO 50%

REDUCED THE 'TIME TO HIRE' AND 'COST TO HIRE'

REDUCED STAFF TURNOVER FROM APPROXIMATELY 11% IN 2024 TO 7%

RECOGNITION AS A REGIONAL FAIR WORK EMPLOYER (LINKED WITH LOIP 2026-2036) TARGETS

How will we achieve this?

Attract and retain talent

- **Enhancing recruitment activity and processes** – We will attract, engage, and retain a diverse and high-performing workforce by promoting the College as an employer of choice and demonstrating the inclusive culture at the heart of NESCol.

- **Building benefits for our colleagues** – We will expand and refine the employee benefits package and effectively promote that offer to potential candidates and existing staff.

- **Enhancing onboarding and induction processes** – We will ensure outstanding recruitment and onboarding processes that are efficient, transparent, and inclusive are central to the College's development.

Enhance the employee experience and engagement

- **Providing staff with a safe and open ways to communicate with senior leaders** – We will open up additional channels and ensure the communication loop is closed effectively, by providing clear and concise follow-up information and updates on actions.

- **Establishing an effective approach to employee feedback and co-design** – We will promote the unique perspectives of our staff body and ensures that all staff can influence positive change and strategic developments.

- **Enhancing the work environment by expanding progressive employment practices** – We will strive to improve work-life balance, recognise achievements of team members, support effective leadership at all levels of the organisation and foster employee engagement.

Support meaningful learning and development

- **Creating an environment where learning is encouraged and valued** – We will be committed to providing innovative, personalised, and accessible learning experiences to equip staff for success in an evolving workplace environment by.

- **Undertaking ongoing workforce planning** – We will identify the skills the College needs now and over the next five years and develop programmes and opportunities to address any identified skills gaps and deficits.

- **Ensuring digital skills development initiatives are aligned** – We will bring together the strategic objectives of the College and the changing digital landscape through innovative learning and development opportunities for staff will be personalised and technology-driven.

Enhance performance and productivity

- **Using data-driven insights** – We will guide strategic decisions, improve processes and deliver measurable outcomes through the use of business intelligence and analytics.

- **Promoting the employee perspective in process review and self-evaluation** – We will ensure optimal efficiency and productivity in all refreshed and redesigned College services by harnessing the experiences and expertise of staff.

- **Building capacity for managers** – We will be consistent in the use of appraisal and development conversations.

Enhance leadership, communication and culture

- **Strengthening communication and leadership** – We will foster transparency, collaboration, and a co-designed culture of continuous improvement.

- **Implementing a review of internal communication and staff engagement** – We will appraise existing practices, considering best practice and implementing new approaches to strengthen effective two-way communication across the College.

- **Supporting managers to develop core skills** – We will facilitate formal management training and appropriately levelled leadership development, recognising the importance of a consistent approach and setting clear expectations of leadership behaviours.

- **Empowering individuals** – We will support each staff member to take ownership of personal and professional development, working in collaboration with managers to ensure skills are aligned to business need.

NORTH EAST SCOTLAND COLLEGE

BRINGING LEARNING TO LIFE

Strategic Plan

2025-2030

Sub-strategy:
Our Digital Ambition

Our Ambition

We aim to enhance the College's digital maturity by building a culture that embraces digital opportunities for both staff and students. Our commitment includes equitable access to technology, ongoing professional development, and the integration of adaptive technologies and flexible learning models. With strong leadership and strategic planning, we will pursue a digital-first approach focused on inclusivity, sustainability, efficiency, and lifelong learning.

Linked to Strategic Objectives - 1.2, 1.3, 2.1, 4.3, 5.1, 5.2, 5.3.
(see table in main strategic plan document).

Key Objectives

1. To ensure equitable access to digital resources and technologies by maintaining infrastructure that is accessible, resilient, and reliable, including business systems, devices, and specialist software. This will be underpinned by robust connectivity and a strong commitment to information and data security, enabling seamless and secure digital experiences for all users.

2. To advance staff experience by equipping our colleagues with essential tools and expert support to advance their digital competencies. They will have access to leading industry training programs and adequate time to develop confidence in these skills.

3. To foster a culture of digital leadership and governance through enabling a digital culture at NESCol that delivers a digitally advanced College. We aim to develop digital leadership across the organisation, promote a digital-first approach, support priorities, and dedicate time to innovation.

4. To enhance the learner experience by Integrating adaptive technologies, flexible delivery models, and digital insights into the learner journey to ensure all students receive inclusive, engaging, and future-ready education that aligns with industry needs and supports lifelong employability.

5. To innovate and envision by fostering a forward-thinking environment that embraces digital innovation, creativity, and imagination. We will explore and integrate emerging technologies, pilot proofs of concept, and promote creative solutions that enhance learning, teaching, and operational practices.

What does success look like?

By 2030 we will have:

REACHED THE 'ELEVATE' MATURITY LEVEL WITH THE JISC DIGITAL ELEVATION TOOL

IMPLEMENTED A 'DIGITAL COMPETENCIES' STAFF TRAINING PROGRAMME

Expanded the provision of student laptop lockers from **168 in 2025 to 300 by 2030**

SET BENCHMARKS AND INCREASED ENGAGEMENT WITH INTERNAL AND EXTERNAL DIGITAL COMMUNICATIONS CHANNELS ACROSS A RANGE OF METRICS

Reviewed and reduced paper-based workflows across the College

INTEGRATED NEW TECHNOLOGIES AND SOLUTIONS INTO OUR SERVICE CATALOGUE

INCREASE THE USE OF ONLINE ASSESSMENTS

How will we achieve this?

Ensure equitable access to digital resources and technologies

- **Challenging digital poverty** – We will continue to focus on identifying student need and increase access to loan devices in line with demand.

- **Embedding new platforms** – We will complete the roll-out the new student information system and focus on realising its full potential to streamline business processes, reduce staff workload and enhance student support.

Advance staff experience and expertise

- **Embracing industry standards** – We will benchmark our digital maturity using the JISC Digital Elevation Tool, identifying targeted improvements across its five key categories.

- **Developing skills and knowledge** – We will build on the Digital Futures initiative to develop a customised training and development programme to strengthen digital capabilities across the NESCol community.

- **Enhancing internal communication platforms** – We will complete the review and refresh the staff intranet to improve access to key resources, streamline internal communication and optimise business processes.

Foster a culture of digital leadership and governance

- **Focusing on digital first** – We will implement proactive measures to reduce remaining paper-based processes and develop a comprehensive digital transformation plan.

- **Classifying data** – We will carry out a project to categorise data based on its sensitivity, value, and required protection levels.

Enhance the learner experience

- **Embracing online tools** - We will continue to expand the use of integrated technologies, centred on our virtual learning environment, to support more effective blended learning and increase the adoption of e-assessment.

- **Looking ahead** - We will systematically plan for the increased use of Artificial Intelligence (AI) within the curriculum, ensuring its application is purposeful, ethical, and aligned with educational objectives.

Innovate and envision

- **Building understanding and awareness –** We will create a comprehensive service catalogue of available digital resources from devices and software to assistive technologies, their purpose and how to access and use them effectively.

- **Introducing new customer interfaces** - We will use AI-powered technology to give visitors to NESCol's external website quicker, more responsive and accessible information.

- **Establishing an enthusiastic learning culture** - We will actively support staff and students to build meaningful external networks, explore fresh perspectives, and bring innovative ideas back into the College to enrich practice and drive continuous improvement.

- **Establishing a clear and inclusive approach to piloting and evaluating new technologies** – We will guide future strategic planning and innovation by collaborating with staff and students.

NORTH EAST SCOTLAND COLLEGE

BRINGING LEARNING TO LIFE

Strategic Plan

2025-2030

Sub-strategy: Our Spaces

Our Ambition

Our mission is to create welcoming, safe, supportive, and energising campus environments that enhance the overall experience for students, staff, and our communities. We will improve the atmosphere and utilisation of campuses, celebrate their unique features, and foster deeper community engagement through innovative and inclusive design principles. By investing in and optimising campus spaces, this sub-strategy will support evolving demands while ensuring sustainability, accessibility, and wellbeing.

Linked to Strategic Objectives - 2.1, 3.2, 3.3, 4.1, 5.1, 5.3, 5.4.
(see table in main strategic plan document).

Key Objectives

1. **To enhance the campus experience** by improving the atmosphere and environment, continuing to develop welcoming, supportive and energising spaces.

2. **To develop our physical infrastructure** by investing in the review and redevelopment of campuses to support changing demands. This incorporates the design and use of general purpose and specialist teaching spaces, staff workspaces, public areas and outdoor amenities.

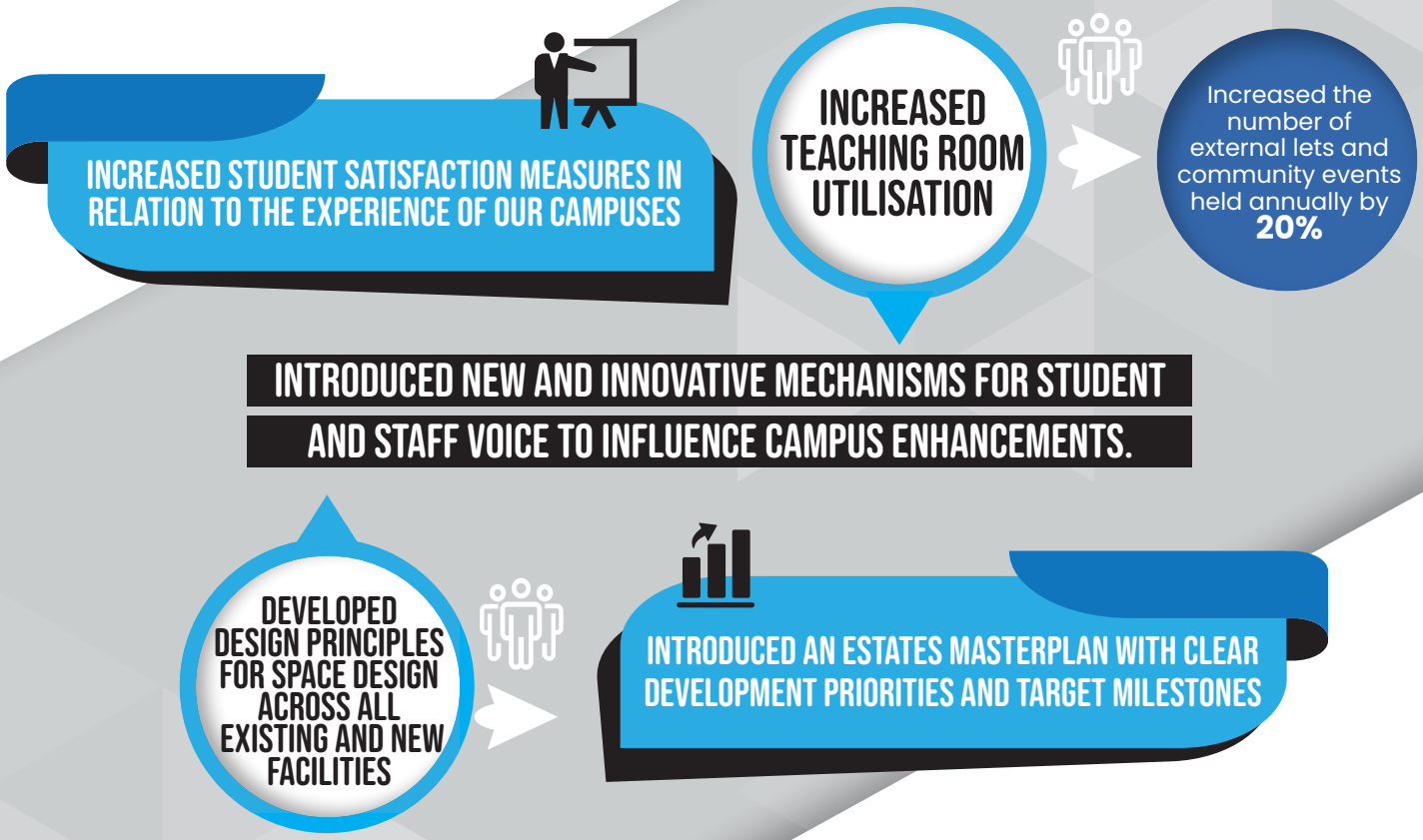
3. **To promote deeper community engagement** by opening up our campuses and making them more accessible to our partners and neighbours. This is designed to help to increase footfall and occupancy as well as broadening the understanding of the college offer and its facilities.

4. **To celebrate each campus** by highlighting specialist teaching facilities and public spaces. We will signpost the unique attractions of each campus and champion the way in which facilities are bringing learning to life, promoting benefits and opportunities and underlining NESCol's role as anchor institution in the region.

5. **To improve efficiency and utilisation** by ensuring that all spaces are used optimally and managed effectively, in line with the wider aims of the Our Secure Future sub-strategy.

What does success look like?

By 2030 we will have:



How will we achieve this?

Enhance the campus experience

- **Embedding feedback from staff and students in future planning** – We will incorporate industry developments and evolving student needs. A range of techniques, from collating business intelligence and input from employers to the use of empathy walks, will be utilised to enable benchmarking and ongoing review.
- **Developing design principles for space design** – We will bring consistency across the College estate and embrace best practice in design and pedagogy.

Develop our physical infrastructure

- **Creating an estates masterplan** – We will implement a five-year roadmap that prioritises key spaces for redevelopment, including investment in identified areas of curriculum delivery and public spaces.
- **Identifying opportunities to harness external funding and sponsorship** – We will build upon the success of previous projects and public-private sector collaborations to supplement core capital funding and realise the ambitions of the estates masterplan.

Promote deeper community engagement

- **Increasing commercial lets** - We will review and streamline processes for the administration of commercial lets, considering the structure and pricing of third-party use.

- **Expanding flexible part-time** - We will strive to increase the use of campuses during non-core hours to support enhanced community participation, through innovation in course development and associated promotion.

- **Creating a programme of engagement** – We will bring more partners, stakeholders and community organisations on campus to raise awareness of college spaces and build greater understanding of NESCol's ethos.

- **Expanding co-location** – We will work with partner organisations to identify opportunities for college campuses to be utilised as community hubs, enhancing accessibility to associated services.

- **Utilising outreach resources** – We will seek to build upon NESCol's reputation as the region's College by expanding outreach services and facilities which enable delivery to be agile and responsive.

Celebrate each campus

- **Raising awareness** – We will raise awareness of the unique features of each campus and the opportunities they present to a range of stakeholders.

Improve efficiency and utilisation

- **Driving improvements in room occupancy and space utilisation** – We will ensure effective and accurate development of spaces to ensure alignment with current demand and enhance systems and processes to monitor and review utilisation to meet defined targets.

NORTH EAST SCOTLAND COLLEGE

BRINGING LEARNING TO LIFE

Strategic Plan
2025-2030

Sub-strategy:
Our Secure Future

Our Ambition

North East Scotland College is committed to ensuring financial, environmental and social sustainability is at the heart of decision making. NESCol will broaden its regional influence and impact to drive positive change in the North East and nationally. Embedding good practice and fostering a proactive and forward-thinking culture will support the institution to meet measurable and responsible sustainability aims which are delivered collectively by staff, students and College partners and align with UN sustainable development goals.

Linked to Strategic Objectives - 1.1, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.2, 5.4.
(see table in main strategic plan document).

Key Objectives

1. **To ensure financial sustainability** for the College through efficient operations and by embracing commercial opportunities, prioritising NESCol's long-term economic resilience.

2. **To implement responsible and innovative environmental initiatives** across NESCol campuses and the curriculum to support the College's net zero ambitions.

3. **To embed a culture of innovative, safe and sustainable behaviour** across the College community, leading by example in the region.

4. **To promote and preserve regional skills,** recognising the importance of traditional industries and the evolution of key sectors to the North East's cultural sustainability.

What does success look like?

By 2030 we will have:

ESTABLISHED A NET-POSITIVE FINANCIAL POSITION THAT ALLOWS NESCOL TO THRIVE

REDUCED RELIANCE ON SFC FUNDING, INCREASING THE PROPORTION OF NON-CORE

REDUCED THE CARBON IMPACT OF STAFF TRAVEL (TO AND FROM WORK, AND FOR WORK PURPOSES)

REDUCED THE ANNUAL NUMBER OF REPORTABLE ACCIDENTS

REDUCED NESCOL'S OVERALL CARBON IMPACT

How will we achieve this?

Ensure financial sustainability

- **Reducing reliance on central funding** – We will implement a comprehensive suite of initiatives, including systematically identifying commercial opportunities for the College and implement aligned actions that support targeted revenue generation and strengthen our non-core income streams.

Implement responsible and innovative environmental initiatives

- **Focusing on environmental goals** – We will set out clear, realistic, and achievable carbon reduction targets and identify associated actions.

Embed a culture of innovative, safe and sustainable behaviour

- **Building on UN Sustainable Development Goals** – We will ensure all 17 goals are strategically addressed over the five-year sub-strategy cycle and are used as the foundation for NESCol's operations.

- **Strengthening the wellbeing and security of the college community** – We will embed key guidance and legislation frameworks into our policies, practices, and culture.

- **Preparing for worst-case scenarios** – We will develop our business continuity planning through the development of integrated, scenario-based processes that ensure operational resilience in the face of disruption.

Promote and preserve regional skills

- **Championing the North East's heritage** – We will promote NESCol as a hub for the preservation of traditional regional skills, reinforcing the College's role and their importance to the area's future prosperity.

NORTH EAST SCOTLAND COLLEGE

BRINGING LEARNING TO LIFE

Strategic Plan

2025-2030

Sub-strategy: Our Region

Our Ambition

North East Scotland College will be a catalyst for regional social and economic growth by aligning our curriculum with the evolving needs of industry and equipping learners with the skills and knowledge that drive innovation and prosperity. We are committed to raising aspirations across our communities by fostering a culture of ambition, confidence, and opportunity. We will strengthen and expand our partnerships to support workforce development and meet the social and economic priorities of our region. Through widening access, enhancing articulation routes and active engagement with regional partners and employers we aim to ensure that all individuals can achieve their full potential.

Linked to Strategic Objectives - 1.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.3, 5.1, 5.4. (see table in main strategic plan document).

Key Objectives

1. **To provide high quality education and training opportunities** that align with the social and economic growth and diversification opportunities within the Region.

2. **To strengthen and expand our partnerships with employers, local authorities, and community organisations** to ensure our educational offering remains relevant, inclusive, and responsive.

3. **To build NESCol's reputation as a trusted partner** for the development and delivery of innovative solutions which support widening accessibility and social mobility.

4. **To actively engage with the region's communities** supporting urban regeneration and community health and wellbeing.

What does success look like?

By 2030 we will have:

DEMONSTRATED NESCOL'S ROLE AS AN ANCHOR INSTITUTION BY INCREASING ACADEMIC, EMPLOYABILITY AND THIRD SECTOR PARTNERSHIPS

ESTABLISHED A MEASURE FOR EMPLOYER SATISFACTION AND ACHIEVED A RATE OF OVER 85%

WORK WITH PARTNERS TO INCREASE ANNUAL PARTICIPATION MEASURE STATISTICS FOR ABERDEEN AND ABERDEENSHIRE, REFLECTING THE NUMBER OF 16 TO 19-YEAR-OLDS ENGAGED IN EMPLOYMENT, EDUCATION OR TRAINING

ESTABLISHED A REGIONAL ECONOMIC IMPACT BASELINE, INCLUDING HIGH LEVEL MEASURES OF ECONOMIC ACTIVITY AND EMPLOYMENT DRIVEN BY NESCOL

INCREASED THE PROPORTION OF NESCOL STUDENTS LEAVING FOR POSITIVE DESTINATIONS FROM 87% IN 2022/23 TO 90% IN 2029/30

INCREASED THE NUMBER OF EMPLOYERS THE COLLEGE SUPPORTS BY AT LEAST 10%

How will we achieve this?

Provide high quality education and training opportunities

- **Refining our curriculum planning** – We will be employer-informed and aligned to growth sectors and skills gaps identified in the Regional Economic Strategy, Regional Skills Plan and key labour market intelligence.

- **Addressing specific objectives** – We will be a key player in the North East's response to national drivers in developing skills and widening access, including NSET and the Just Transition Strategy.

- **Influencing key skills planning forums** – We will be active members and participate in in strategic groups.

Strengthen and expand our partnerships with employers

- **Bringing together employers and current students** – We will grow apprenticeship and employment opportunities through engagement events.

- **Collaborating to shape the future** – We will ensure students, employers and curriculum specialists work together to guide the development and delivery of programmes which ensure that skills are current and education and training remains relevant.

- **Encouraging feedback** – We will develop new opportunities to capture real-time feedback from current partners regarding their College experiences

Build NESCol's reputation as a trusted partner

- **Supporting and actively contributing to community planning** – We will drive and support relevant Community Planning Partnership (CPP) initiatives.
- **Offering a diverse range of curriculum pathways** – We will deliver flexible formats, ensuring accessibility for learners with varied needs and circumstances.
- **Strengthening collaboration with key strategic partners** – We will advance the widening access agenda and expand meaningful opportunities for participation among under-represented groups.
- **Improving transition pathways** – We will supporting successful learner progression by building on regional efforts to enhance opportunities for senior phase school pupils.
- **Formalising articulation pathways** – We will ensure clear progression routes to degree programmes and graduate apprenticeships, aligned to industry needs.

Actively engage with the region's communities

- **Supporting community events** – We will develop trust, reputation and reach by actively participating and adding value.

- **Listening to the community voice** – We will engage in structured dialogue with community groups and partners to help shape strategic priorities.

REGIONAL BOARD Meeting of 30 September 2025	
Title: **Health and Safety Annual Report**	
Author: Colin Beattie, Head of Health, Safety & Security	**Contributor(s):** Learning & Development Team
Type of Agenda Item5. **For Decision** ☐ **For Discussion** ☒ **For Information** ☐ **Reserved Item of Business** ☐	
Purpose: To enable the Regional Board to be in receipt of and to discuss the Health and Safety Report (Appendix 1) which captures activity during the Academic Year.	
Linked to Strategic Theme: 5. Leading Sustainability	
Linked to Strategic Risk(s): 2.2; 4.3; 6.1; 6.2;	
Executive Summary: Presented and discussed at NESCol's Health and Safety Committee Meeting of 15/09/25, the Report details: • Health and safety function • Fire safety management • Statutory compliance • Audits • Policy and legislation • Accident benchmarking • Health surveillance • And training	

Recommendation: It is recommended that the Regional Board discuss the contents of the Report.
Previous Committee Recommendation/Approval (if applicable)**:**
Equality Impact Assessment: **Positive Impact** ☐ **Negative Impact** ☐ **No Impact** ☒ **Evidence:** The Report is presented for information and discussion.

Health and Safety Annual Report 2025

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

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

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

Impact and implications

The reporting process provides the Executive Team and the Regional Board with information on standards of reactive and active health and safety performance.

It provides the Regional Board with information on the College's health and safety performance and ensure health and safety is being managed appropriately and effectively.

The Health and Safety at Work etc. Act 1974 (HSAWA) sets out the general health and safety duties of the College as an employer to ensure the health and safety of our employees and those persons not in the employment of the College that could foreseeably be affected by our work activities, so far as is reasonably practicable.

The Fire (Scotland) Act FSA) places a similar duty on the College as an employer in respect of premises which we occupy. Failure to comply with the provisions of health and safety and fire safety law can ultimately lead to enforcement action which can include improvement and prohibition notices; criminal prosecution leading to fines and publicity orders and individual prosecution leading to fines and / or custodial sentences as well as significant reputational damage.

Failures in health and safety management can also pose a risk of civil action against the College as an employer.

If a health and safety offence is committed with the consent or connivance of, or is attributable to a neglect of a duty on the part of any director, manager, secretary or

other similar officer then that person or persons (as well as the organisation) can be prosecuted under the HSAWA and FSA.

The Management of Health and Safety at Work Regulations 1999 and the Fire Safety (Scotland) Regulations set out specific legal duties which support compliance with the HSAWA and the FSA respectively, including assessing risks and making appropriate arrangements for the effective planning, organisation, monitoring, control, and review of the preventive and protective measures.

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

- The College has received no HSE Prohibition or Improvement Notices for this period.

- The College has continued to raise awareness of a range of health and safety issues throughout the year by the process of updates, meetings and procedural reviews.

- This report also provides a summary of work that is currently on-going or planned for the future. The College will continue to align its future health and safety priorities to matters emerging within the sector both locally and nationally.

Health and Safety Risk Management

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

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

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

Insurance Providers Health and Safety Audit

In August 2025, as part of our Insurance Provider (UMAL) audit programme at NESCOL they carried out a 3 day review of health and safety processes in place to ensure that the college could adequately manage any health and safety issues. Responsibility for ensuring the college is compliant with key pieces of legislation such as the Health & Safety at Work Act (1974) and regulations published by the Health and Safety Executive (HSE), sits with the Head of Health, Safety and Security.

Audit Approach

Through discussions with the Head of Health, Safety and Security, the Health & Safety Officers, and review of key documentation, UMAL's Risk Manager identified the internal controls in place and compared these with expected controls. A walkthrough of key systems was then undertaken to confirm their understanding, and this was followed up with compliance testing where considered necessary. The risk specialist then considered any areas where expected controls are found to be absent or where controls could be further strengthened.

Summary of Main Findings

Strengths

A formal Health & Safety Policy is in place, which is reviewed by the Head of Health, Safety and Security and the Executive Team, and uploaded to the intranet by the Quality Team;

• Induction training is in place for all new students which is managed.by the Learning and Development team and is tailored for each specific course or programme of study;

• People Services liaise with the Health & Safety (H&S) team for inductions for specific courses and / or any job changes for incoming staff to ensure they receive adequate induction training;

• External health and safety audits are undertaken periodically, with follow up of actions by the H&S Officers performed in a timely manner;

• A College designed accident recording and reporting system is in place, which records all accidents occurring in the College;

• From our review of a sample of accident forms, these were complete and recorded in a timely manner;

• Risk assessments are in place across the College, which are monitored for currency by the Department Head responsible for them, with annual reviews undertaken;

• Near miss reporting is in place to help prevent future accidents and incidents, which are reviewed by the H&S team:

• Incident reporting to the H&S team is in place, covering a wide range of incidents, including trespassers on the College estate and instances of drug use on campus;

• A Health & Safety Committee is in place which meets three times per year, with the dates set out at the beginning of each term;

• The College Strategic Leadership Team (SLT) meet weekly, which provides an opportunity for matters relating to health and safety to be discussed.
• Flu vaccinations are provided on site, free of charge for staff at all campuses, with individual sessions held at each campus, helping to improve staff wellbeing and reinforcing the overall health and safety culture within the College.

No health and safety weaknesses were identified during the audit.

HEALTH & SAFETY

Accidents

Table 1, Total number of accidents at NESCol

All Accidents	2020/2021	2021/2022	2022/2023	2023/24	2024/25
	16	29	41	20	28

Table 2, Accidents reportable to the HSE

RIDDOR[1]	2020/2021	2021/2022	2022/23	2023/24	2024/25
	0	4	3	2	2

The accidents reported to the HSE under requirements of the Reporting of Injuries,

RIDDOR Reportable – Fraserburgh Campus

IP had been given full instruction and demonstration on task to clean out a mortice joint with a chisel. IP didn't follow instructions which resulted in a cut to the hand. IP will receive a 1-1 interview with the lecturer on why he did not follow instructions.

RIDDOR Reportable – City Campus

IP did not follow instructions and moved torque wrench away from the fastener causing a crush injury. All safety protocols were in place and student accepted they hadn't followed instructions.

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

Accident Incidence Rate (AIR)

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

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

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

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

Incident rate per 1000 at risk

Accident Incidents rates (AIR) at NESCol	2020/21 **1.10**	2021/22 **1.33**	2022/23 **1.24**	2023/24 **0.86**	2024/25 **2.00**
Accidents Incident Rates (AIR) in FE sector	**3.90**	**3.10**	**3.10**	**No figures collated nationally**	**3.30**

Fire Safety

The College is required to comply with fire safety legislation which includes a continual programme of fire risk assessments of all College properties; any scheduled evacuations and monitoring of unscheduled evacuations; input into building/maintenance projects; general fire advice and guidance for external events held on college premises; and training and information for all staff, students and visitors.

There has been an increase in College fire risk assessments carried out by the Health and Safety Department; this has been due to the improvements made across the College campuses. For the year under review fire safety was managed efficiently and effectively.

Scottish Fire and Rescue Service Audit

The Scottish Fire and Rescue Service (SFRS) completed two fire safety audits during this academic year at our Aberdeen City and Altens Campuses this year.

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

The audit covered many parts of our fire arrangements and procedures.

These included reviewing our;

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

There were no breaches of legislation or areas of non-compliance identified during the audits.

There were some minor opportunities for improvement identified by the SFRS, these related to fire exit signage, emergency lighting at the final exit points being on a planned maintenance regime and some minor updates to the college fire risk assessments.

A similar audit is expected to be conducted for Fraserburgh Campus next year; these two successful audits demonstrate strong controls and management of fire risk continue to be in force at North East Scotland College.

Statutory Compliance

Health and Safety Executive Notices

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

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

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

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

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

Public Liability Claim.

During the previous academic year, the college insurers accepted partial responsibility on behalf of North East Scotland College for a personal injury claim made against the College.

A student at the Altens Campus suffered minor injuries to the left hand and chose to employ the services of a compensation solicitor to seek financial redress.

After a full investigation was completed by the college legal team, the college health and safety department, the college insurance provider and the relevant curriculum team, the case did go to court and the claimant was awarded £9,582,78 in damages and £ 3,720,13 for costs.

Changes in construction practices in relation to our practical supervision arrangements and compliance to health and safety guidance aimed at preventing a reoccurrence has been fully imbedded by all curriculum areas involving practical activities.

Personal protective equipment (PPE) must be worn at all times when identified by a college risk assessment. All students must sign off and confirm understanding of health and safety instructions and rules. If a student as in this case, does not want to wear PPE or refuses to follow health and safety guidance, they will be removed from the practical aspects of any college course.

Health and Safety Policy and Legislation

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

College Policies and Procedures updated during the year include;

- Health and Safety at Work Policy
- Control of Noise at Work Procedure
- Health and Safety Management Review Procedure
- Meningitis Awareness Procedure
- Permit to Work Procedure
- Lone Worker Procedure
- Legionella Control Procedure
- Control of Contractors Procedure
- COSHH Procedure

Workplacement Vetting

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

The health and safety department have assessed and passed as suitable; 145 work placement providers for this review period.

Food Safety

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

This is achieved through regular meetings and inspections.

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

No. of Kitchen Inspections	No. of Inspection Failures	Details of Issues Found
10	0	No Issues found

College kitchens at both Aberdeen City Campus and Fraserburgh Campus were subjected to an unannounced Environmental Health Department Inspection during the academic year.

No issues or breaches were identified by the Environmental Health Officer (EHO) at either campus.

Health Surveillance

Frequency of Health Surveillance

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

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

Skin Surveillance

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

Under the Control of Substances Hazardous to Health Regulations 2002 (amended 2004) and Health & Safety at Work Act 1974. The College has an obligation to assess the risk of exposure to such substances and identify employees who are at risk of skin damage.

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

Respiratory Health Surveillance

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

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

Audiometry

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

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

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

The following College personnel are covered by the surveillance protocols:

Department	Surveillance	Frequency
Hair and Beauty	Respiratory Skin Musculoskeletal	Annual unless results indicate otherwise
Hospitality	Respiratory Skin Food Handlers	Annual unless results indicate otherwise
Construction	Respiratory Skin Audiometric	Annual unless results indicate otherwise Adhere to HSE Categorisation Scheme
Painting/Decorating	Respiratory Skin Audiometric	Annual unless results indicate otherwise Adhere to HSE Categorisation Scheme
Engineering	Respiratory Skin Audiometric	Annual unless results indicate otherwise Adhere to HSE Categorisation Scheme
Multi Media	Audiometric	Adhere to HSE Categorisation Scheme
Fork Lift Truck Drivers	Fork Lift Truck Driver Assessment	PEM 5 yearly from age 40 Annually from age 65 More frequently if medical condition present

Health and Safety Inductions

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

The Health and Safety Inductions cover areas such as:

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

Health and Safety Training

The health, safety and wellbeing of all staff and students remains the utmost importance and training remains an important part of this. The training, arranged by the Learning and Development Team falls into a number of key categories and are outlined in detail below:

Induction and mandatory health and safety training

New colleagues complete induction training, which, for Health and Safety content is asynchronous eLearning. Colleagues must complete this training, alongside other legal and compliance courses, within 6 months to allow them to pass their probation. In session 24-25 there has been a focus on mandatory training for all staff, so the figures below include new staff and existing staff.

The Health and Safety eLearning includes:

- A welcome video from the Head of Health, Safety and Security
- A "Get in Touch" section with all the pictures, job titles, and contact details of the Health and Safety team
- Modules on workplace safety, fire safety, DSE, driver safety, and manual handling

Title	No. of Completions
Workplace Safety	262
Fire Safety	385
DSE	330
Manual handling	231
Driver Safety (optional)	202

Also included as part of the induction programme are various non-H&S specific eLearning which enable staff to recognise where peers or students may need additional support. Many of these relate to statutory obligations that NESCol have as an institution:

Title	No. of Completions
Copyright	307
Data Protection	615
Environmental and Sustainability Training	385
Equality & Diversity Essentials	127
Freedom of Information	332
Information Security	357
Safeguarding and Corporate Parenting and Prevent	199

Health & Safety and Wellbeing Specific Training

Other Health & Safety and wellbeing related training is specific to the job roles of key individuals and / or College initiatives. During this academic year, the following training was undertaken by colleagues:

Title	No. of Attendees
ACT Awareness Testing Course	34
Alcohol and Drugs Action	16
ASIST Training	20
Celebrating Failure	17
Dementia Awareness	17
First Aid 3 Day First Aid Course/Refresher	5
Forklift Truck Counterbalance B1 TO 5 Ton Semi-skilled	2
HGV Licence	1
Introducing British Sign Language	16
Introduction to working with unaccompanied refugee children	19
LISTEN Training	424
Men United Mental Health	2
Menopause Awareness	3
Menopause for Managers	7
Minibus Training	5
My Money Matters	15
OPITO Gas Authorised Tester	2
Oxy-Fuel Gas Refresher	2
Oxy-fuel Gas Systems Set-up & Pre-Use Check	2
Pension Information Session	35
Police Scotland Third Part Reporting	12
SAMH Suicide Prevention	15
Scaffolding Mobile Aluminium Tower Training	6
Scotland's Mental Health First Aid	5

Trauma Informed Practice	482
Using Laboratory Gases Safely	12
YGAM training Support student wellbeing in a digital age	31
Total	**1207**

Staff Wellbeing Day

Wellbeing Day 2025 took place on Tuesday 24th June. Staff were offered a range of on-the-day activities which included walks, crafting, paddle boarding, pole fitness, goats and golf. Other wellbeing opportunities were available throughout the two resulting weeks with on-campus activities such as table tennis, lifestyle checks and Andy's Man Club.

A survey was conducted before the end of term to ask colleagues how they feel about Wellbeing Day, and the results were as follows.

154 colleagues responded to the survey with 84% of respondents taking part in Wellbeing Day.

The most common reasons for the 16% not taking part were:

- Still teaching
- Too busy to take part
- No activities of interest available

Colleagues were asked their views on the new layout of the programme, with 69% of respondents sharing they found it more user-friendly.

Those who took part were asked to rate their activity with the average score being 9.49/10.

A new addition to the survey was to measure the impact of Wellbeing Day. 81.8% of respondents shared that Wellbeing Day had a positive impact on their health and happiness. 93.4% of respondents shared they felt Wellbeing Day is a valuable part of the college offer for staff.

65 colleagues shared ideas for next year's activities, which will give us a fantastic place to start when planning for Wellbeing Day 2026.

There were 81 additional comments including:

"I think Wellbeing Day is a really generous gesture. It is something that I look forward to and appreciate very much. As well as the opportunity to take some time to focus on our own wellbeing, it offers value in the opportunity to try out new pursuits or interests and to meet a cross-section of colleagues, many of whom I would never normally meet in the fulfilment of my daily role at NESCol. I am grateful for the provision of this day of activities, thank you."

Thank you to those who took part in Wellbeing Day, to the staff leading activities and to those who took the time to fill out the evaluation. Roll on 2026!

Wellbeing Initiatives

Our continuing focus on wellbeing meant that there was a large amount of work done around this topic. Some of the activities that took place included:

- Lifestyle assessments were continued. Working with Occupational Health we were able to offer appointments to all staff for checks on things such as blood pressure, cholesterol for example.
- 1 support manager and 4 Curriculum Manager are working with our transformational life coach
- NESCol Minibites continued. These are short-form, peer led sessions, many with a wellbeing theme, eg. Time to Talk Day, menopause, employee assistance programme
- Active Campus Co-ordinator in post, offering a myriad of activities for staff and students. E.g. Zumba, Qigong, Boccia.

Colin Beattie

Head of Health, Safety and Security

REGIONAL BOARD

Meeting of 30 September 2025

Title: Foundation Funded Projects Update

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

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To enable the Board to note the updated delivery of the Foundation Funded projects.

Linked to Strategic Theme:

5. Leading Sustainability

Linked to Strategic Risk(s): 5.2

1.5; 5.1; 5.2; 5.5

Executive Summary:

Both projects are progressing well. A similar update report was recently issued to the Foundation.

The Foundation funding was spread over 4 instalments covering 2 years.

	Dec-24	Jun-25	Dec-25	Jun-26	TOTAL
Market insight	£31,516	£31,516	£31,516	£31,516	£126,064
Student record syst	£130,449	£130,448	£89,748	£89,748	£440,393
TOTAL	**£161,965**	**£161,964**	**£121,264**	**£121,264**	**£566,457**

Recommendation: It is recommended the Board to note the progress of the projects.

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

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence: This report is for information only.

Board Report

Student Records Replacement Project

Date: 23/09/2025

Prepared by: Shona Croly, IT Programme Manager

Project Timeline:

Start Date: October 2024 End Date: June 2026

Project Status: Behind track but not at-risk Budget Status: On Track

Implementation Workstreams:

Workstream	Workstream Lead	Status	Start Date	Planned End Date	Actual End Date
Full Time Applications	Julie Davison	Complete	15/09/2024	28/02/2025	28/02/2025
Part time applications	Katy Gilbert	In progress	21/04/2025	25/05/2025	
Enrolments	Andrew Paterson	In Progress	01/03/2025	09/05/2025	
Student Advice and Support	Gwen Watt	Complete	14/04/2025	31/07/2025	30/06/2025
Technical Integrations	Stephen Oldham	In Progress	01/10/2024	31/07/2025	
Data Migration and Reporting	Andrew Paterson	In Progress	09/09/2024	30/10/2025	
Staff and Student Portals	Shona Croly	In Progress	01/06/2025	31/07/2025	
FES Return	Katy Gilbert	In Progress	24/03/2025	03/10/2025	
Student Funding	Katy Gilbert	In Progress	20/07/2025	30/01/2026	
Current Students Functionality and management	Kim Rattray	In Progress	12/05/2025	31/07/2025	
Assessments, Results and Qualification Awards	Kim Rattray	In Progress	09/05/2025	31/07/2025	
Staff Training	Shona Croly	In Progress	11/02/2025	19/12/2025	

Start of Year Update

Feedback from college staff has been overwhelmingly positive, with many expressing appreciation of a unified system. Staff have highlighted the convenience of having all information centralised, noting that updates made in one area seamlessly cascade throughout the system, promoting efficiency and consistency.

Overall, the commencement of the academic year has proceeded successfully. Most students have been enrolled and now have access to their timetables and registers, as well as essential college systems including the network, Microsoft 365, and the Virtual Learning Environment (VLE). Despite these successes, not all students experienced a smooth start. The project team encountered challenges enrolling all part-time students and some full-time ESOL students, as well as students in Modern Apprenticeships (MAs), Schools Links courses, and other employer-booked courses. Manual workarounds were implemented to overcome these obstacles. However, these students were not automatically included in the standard process workflows, which meant that they missed out on receiving key enrolment and start-of-term information in a timely manner.

To monitor ongoing issues and improvements, a change, bugs, and issues log has been maintained to capture staff feedback. Where specific concerns have been raised, either immediate improvements have been implemented, or plans have been made to address them. The bulk of feedback has centred on timetables and registers. The ability to edit registers was enabled by the second day of teaching, which streamlined processes for staff. However, timetable views continue to cause frustration. The presence of multiple display options and inconsistent visibility of units—often due to event labelling—has complicated the user experience. The current approach of timetabling at course level and including unit details in each event was adopted to maintain continuity with previous years and avoid introducing too many changes at once. Recognising the need for improvement, a review of timetabling practices is scheduled before activities commence for Academic Year 2026/27.

Additional feedback from staff has highlighted challenges with navigation menus in MyHub. Although these menus cannot be easily changed, the issue has been reported to the vendor. In the meantime, the team is exploring adjustments to the colour schemes to help users better distinguish between navigation items. There are also plans for a terminology review in September and October, aimed at clarifying progress and offer codes to further enhance usability.

In addition to feedback from the college, the project team has also provided input on decisions related to managing various groups of students and applicants outside of ebs. Many part-time courses, including ESOL applicants, fall into this category. Work to move these processes into ebs will take place prior to the opening of applications for these courses in AY 26/27

The project team are also working with the Distance Learning team to ensure that we have everything we need to manage those students. The ILP module is being used to record milestone progress, and this is being tested with students to refine how it works.

There was also an issue with the SQL Server going into recovery mode on 2nd September which prevented everyone getting into MyInfo, MyHub and the central client. This was resolved within 1.5 hours and Tribal are looking into what has caused it. NESCol ITDS staff have been monitoring performance since the start of term and performance of the servers, and the underlying infrastructure is stable and has enough CPU and memory to handle the amount of traffic it is getting. A full incident report will be circulated once investigations have concluded.

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Workstream Update

FES Data Migration and Reporting

A full migration of data from Unit-E to ebs (Beta) is ongoing. Once the migration is complete and testing of the FES return have been carried out the data will be moved to live.

The migration of Students and the full curriculum for 24/25 have been completed. Enrolment data is in progress. Some mapping inconsistencies have been identified and are being worked on. This has delayed the migration of enrolment data. A one-week extension to the FES submission deadline has been agreed with the Scottish Funding Council.

A further 6 years of data will then be migrated as the archive. This will not be the full set of data as required for a FES return but will include all the data that is needed to be kept for that period.

The project team are continuing to review all the reports currently produced from UnitE and other student record systems to ensure that a comprehensive set of reports are ready for the new academic year. These reports are being split into operational and strategic reports and will be accessible either via ebs or PowerBi.

We are aware that some support teams require reports which have not been created yet, in particular, the finance team. The project team has the requirements for these reports and will prioritise them once the curriculum and student functionality for the start of the academic year is complete. In the short-term Finance have been given access to the central client and some training is being provided.

Technical Integrations

Integrations with Active Directory for student account provisioning, OCLC for the library management system and Brightspace have taken place. There has been some communication breakdown surrounding the Brightspace integration, but the inhouse built feed is working and the Digital Technologies team are working on ensuring the courses are all set up. Once the academic year is underway the project team and the Digital Technologies team will look at how the integration can be more streamlined for 2026/27.

Current Students, including Assessments, Results and Qualification Awards

There are 4 main areas being worked on for current students.

Absence And Attendance Reporting

We have not been able to use the out of the box functionality for absence reporting as it will not allow for absence to be reported retrospectively. A new form has been created and will be used by students to report absences; this allows the Central Admin team to continue to manage absences and the related funding payments in a similar way as last year. Tribal are developing a new absence form which will be able to do retrospective reporting but is likely this won't be available until late summer 2026. An additional line for this work has been added to the pipeline.

Transfers and withdrawals from courses

ebs only has one level of authorisation for transfers and withdrawals from courses and this is done from the main client. The project team is working with HoS and Tribal to create a view of that for HoS to manage these authorisations and for any remedial work to the student record which is required be captured in a report and managed within Student Services on a temporary basis. The ebs solution will be implemented once a successful workflow is developed.

Progression to another year or level on successful completion of current course or year and Assessment

This work has not been looked at in any detail yet. In the past we have not changed a student record once they have completed a course. There is scope within ebs for students to be progressed to the next level of a course (as appropriate) or for the student status to be changed to 'finished'.

RESULTS AND QUALIFICATION AWARDS

Grading schemes for each course are being uploaded into ebs so that students can be resulted.

For any student who was deferred last year we are continuing to use RON to collect their results for passing to SQA.

Work to scope a more robust verification process than we currently have (and is currently in ebs) is still ongoing and is being treated as a different workstream.

Student Cards

Physical student cards are being produced via ebs and printed on each campus as a student makes a request. New card printers have been installed and networked. Testing took place on Monday 25th August and students can request physical cards.

Staff and Student Portals (MyHub and MyInfo)

Some changes to naming conventions and menu orders have been changed in recent weeks in both MyHub and MyInfo. The changes made will make it easier for staff and students to navigate around the hubs and feedback will be gathered throughout block one to inform how the portals look moving forward. There is the option to create different views for different groups of users and this will also be looked at in block one.

Student Funding

There has been no further progress on this over the summer as the focus has been on the start of term. This will be picked back up in September.

Regular meetings are taking place with the development team at Tribal. They have a good grasp of the policy and the system and are working on developing bursary management. The Student Funding Team are happy with the progress being made and are confident that it will be able to replace Tequios for the January intake in 2026.

Training

STAFF

Curriculum Staff training has taken place, in person, on all 3 main campuses and online. The feedback in general has been positive although there is apprehension which will dissipate as teaching starts and staff are using MyHub.

The training sessions did have a few teething issues at first. A number of factors contributed to this, not least the lack of preparedness by the project manager. The lack of preparation was caused by the need for the project manager to convene and attend meetings and drive additional development for various parts of the student journey. This should have been done much more efficiently and lessons have been learned for moving forward.

Once the team had got together to plan the delivery the training has gone much smoother.

185 members of staff have already accessed the Brightspace course at least once. Further communications reminding staff where the user guides are will be sent via COLIN over the next few weeks.

All user guides and videos are in the course along with places to ask questions and send feedback. Once the training is complete an FAQ section will be added with the most common questions in it. A glossary will also be created.

The intention is that this course becomes part of new staff induction material and will be updated as the system evolves.

Students

A module has also been created in NESCol Life for students. This will give them guidance on how to navigate MyInfo, submit absence forms, check and understand their timetables, check their attendance record and more.

Part time applications

All part-time applications and bookings are being managed in ebs however there are still manual imports of enrolment data required for contracted courses. These course types will be scoped in the next phase of development to improve efficiency.

Full Time Applications

This workstream is complete, all full-time applications are being managed in ebs. This includes interviews and offer management. There will be a new piece of work starting in September to review the full-time application process to improve it further. We need to do some work on making conditional offers a smoother process and on progressing students from year 1 to year 2 of an HND.

Enrolments

Online enrolment for full time students who completed an application opened in August, slightly later than planned, and as students completes their enrolment, they will have access to their timetable and other information in the student portal. (MyInfo)

The workflow for enrolling the students who are contracted still needs to be refined.

Student Advice and Support

This workstream is complete. The Student Advice and Support Team (SAST) have set up all the functionality they need for the start of the Academic Year. They are continuing to train their team and create user guides for the curriculum teams.

Changes, new requests and Pipeline

The project team have compiled a list of work we want to do within ebs in the future. This work will be prioritised and scheduled in September 2025. More will be added to this list as requests are made.

The Sector Activity Plan will help to inform priorities and scheduling.

Title	Description	Why	Start Date	End Date
Apprenticeship Management	To replace FileMaker with an integrated solution to manage Apprentices	To remove the need to manually enter data into multiple systems. To allow Apprentices and their employers access their Progress.	September 2025	
Curriculum planning, Validation and Approval	Create a system on Online Curriculum Planning, Validation and Approval	To ensure all information regarding a course is in one place with version control	September 2025	
Review Full-Time Application process	Full-time application processes can be made easier.	New functionality has been introduced by Tribal to make offers management more streamlined	September 2025	14th November 2025
Absence Reporting	Tribal are adding new functionality to their absence reporting module in 2026.	We will revisit how student report absence once this work is done	August 2026	
Timetabling	Tribal are re-writing timetabling so that it is all done via the staff portal.	Once the new timetabling functionality is live it will be rolled out	TBC	
Resulting Verification	Develop a robust verification process for all student results	To ensure that there is a complete audit trail for all results input and checked.	ASAP	
Placement Portal	Manage all student placements with a provider. Manage all the providers	So that all placements are managed consistently		
Use of Individual Learner Plans	ILP's could be used in several ways to keep students on track to complete their course successfully	These are already being used in a limited way by Student Support and Distance Learning.		

Historical Data Migration	migrate 7 years of data from UnitE and associated systems	So that we have access to historical data for trend purposes		
Correspondence Management	Review all correspondence that goes to a learner from enquiry to graduation	All correspondence is logged against the student record		
Schools Portal	Make the schools portal available to all schools in Aberdeen City and Aberdeenshire	so that they can track their pupils progress through the course	ASAP	
Review of Staff Portal	Gather information on how the curriculum are using the staff portal (MyHub)	So that different views and screens can be developed for different roles		May 2026
Integration with Finance System	Automate the manual processes associated with student payments	so that the finance system and the student record are kept up to date in real time		
Student Forms	Review all student forms with a view to moving them all into ebs	So that students are going to one place to make requests for information or to provide information to the college		
Prospectus Data	In Phase 2, propose changes to the prospectus data in Staff hub	Marketing can pull the information through and check it before it goes unto the website.	AY26/27	

Budget

Whole Project	Total Budget £440,393	Spend to date	Outstanding Commitment	Budget not committed
Staffing Budget	£170,000	£74,238	£71,675	£24,086
System Budget	£270,393	£157,168	£113,225	£0
Contingency	£10,000	£5,400	£0	£4,600

The Staffing Budget is shown as at end July 2025 for the Resource Spend.

New Challenges, Risks and Issues:

COMMUNICATION BETWEEN WORKSTREAMS, PROJECT MANAGER AND OTHER COLLEGE TEAMS.

Communication over the summer period has been challenging due to annual leave, lack of delegation and workload. This can be put down to insufficient detailed planning for such a large project, something that will be addressed within IT Programme and Projects.

Stakeholder Engagement

Stakeholder engagement continues to be robust, with a healthy flow of both positive and constructive feedback from various groups across the college. While it is encouraging to see this level of engagement, it has been noted that not all negative feedback is reaching the project team before escalation occurs. This is unfortunate, as the team has consistently demonstrated an ability to respond swiftly and effectively when issues are brought to their attention. Establishing clearer channels for early communication will help ensure concerns are addressed promptly, preventing unnecessary escalation and fostering an environment of open dialogue and trust.

REGIONAL BOARD – CHAIRS COMMITTEE
Meeting of 18 August 2025

Market Insight to Support Curriculum Planning

Project Update – August 2025

1.0 Introduction

1.1 This paper provides the Regional Board with an update on the project 'Market Insight to Support Curriculum Planning', funded by the Arm's Length Foundation. It includes details of the recruitment and induction of the Market Insight Analyst, work completed to date, work planned and budget information.

1.2 This project aims to further develop data-driven decision-making to improve course offerings, increase student recruitment, ensure competitive advantage, optimise resources and align the portfolio with industry needs. This initiative could positively impact on students, the College, the North East region and the College's alignment with national priorities, driving positive outcomes, at multiple levels, shaping the way that the College responds to education and economic development in the region. In addition, this project seeks to use data to enhance the learning experience, support the College's growth and competitiveness, align with regional priorities and contribute to national goals related to education, economic development, and workforce readiness.

1.3 The funding, awarded for 2 years, is being used to appoint a Market Insight Analyst to provide support, with a view to absorbing/incorporating this post into the establishment of the College, in the longer term, if the post makes a positive impact on planning.

2.0 Recruitment and Induction

2.1 Following discussions with The Robert Gordon University (RGU) an agreement was made to second an appropriately qualified and experienced member of staff from their Market Insight Team from 11 November 2024 for 2 years. This demonstrates the strong partnership with the University and links into the work carried out on SFC Pathfinder pilot project focused on strategic partnership.

2.2 An extensive induction has taken place to ensure the secondee has a full understanding of the College and the context in which it operates. In addition to mandatory training, the induction also covered College systems and processes.

3.0 Activity – November 2024 to July 2025

In the period from November 2024 to July 2025, the following significant tasks were completed:

3.1 Development of resources for curriculum teams, including labour market intelligence reports, enrolment reviews and summary articulation data.

3.2 Provision of market insight data for the Curriculum Validation and Approval Panel to support curriculum portfolio decisions, linked to regional skills needs and labour market developments.

3.3 Analysis of duplicate applications with RGU, enabled by strong partnership working. The intelligence gained has been shared with curriculum teams and considered when setting targets.

3.3 Supporting the work of the Curriculum Planning Team and Regional Learning and Skills Partnership to further develop data driven decision making.

3.4 Contribution to the review of the learner journey by designing, running and analysing a qualitative research piece which included surveys and focus groups.

3.5 Review of market insight tools available to establish the best option for the College.

Lightcast software provides data related to jobs and predicted industry and skills demand. Data models are used to predict industry, job, skills and company growth over a short- and long-term period (up to 10 years). Following several meetings with Lightcast and a significant trial, Lightcast was selected as the preferred tool. Subsequently, an agreement with Lightcast is being pursued (within the budget for this project).

Lightcast will be very useful in the development of a planned 3-year curriculum road map (noted below).

4.0 Planned Activity from August 2025

Smart objectives for the Market Insight Analyst have been set for the coming year:

4.1 Development of a curriculum road map which leads to a three-year plan for each curriculum area, showing how each will respond to regional needs. This aims to ensure that the College's curriculum is well-aligned with regional skills needs and labour market developments.

4.2 Provision of market insight data to enhance decision-making through various groups, committees and forums.

4.3 Develop the Tribal EBS Curriculum Planning module, working with the Head of Planning and Academic Partnerships.

5.0 Financial Information

A total of £126,064 was awarded by the Arm's Length Foundation, over 2 years. To date, the project is 33% complete with 38% of the budget spent (spending includes an allowance for the Lightcast subscription).

A summary of expenditure to date is shown below:

	Year 1		**Year 2**		**Total**	
	Planned	Actual (to date)	Planned	Actual (to date)	Planned	Actual (to date)
Staffing	£44,732	£32,966	£46,332	£0	£91,064	£32,966
Equipment (computer)	£5,000	£0	£0	£0	£5,000	£0
Resources (software and subscriptions)	£15,000	£15,000	£15,000	£0	£30,000	£15,000
Total	**£64,732**	**£47,966**	**£61,332**	**£0**	**£126,064**	**£47,966**

6.0 Conclusion

A full induction of the Market Insight Analyst has taken place to ensure that the postholder has a good understanding of the College and the context in which it operates. The Market Insight Analyst has made a positive contribution to curriculum planning, with smart objectives set for the coming year.

REGIONAL BOARD Meeting of 30 September 2025	
REPORT BY THE REGIONAL CHAIR September 2025	
The purpose of this report is to update the Regional Board on:	
1	**Colleges Scotland** Chairs Meeting 26/6 Trustees /CS Board Meeting 23/9 Chairs and Principals Forum **Update** Following on from the First Trustees Board meeting following the formation of the new Board a meeting was held with the former board members to discuss and close out outstanding issues. Recruitment has started in earnest to recruit a new independent chair and additional external members, CS focus is centred around the budget submission and the increasing issues around the sustainability of the sector (Ref: SFC "Financial Sustainability of Colleges in Scotland 2022/23-2027/28") which paints a stark picture. Audit Scotland will follow up with their annual report on college finances on 2 October. Both reports present an opportunity for CS to advocate on behalf of the sector in the coming SG draft budget. Note changes at ministerial level with appointment of Ben Macpherson as Minister for Higher and Further Education.
2	**College Employers Scotland** 24/9 Business Meeting 18/6 20/8 15/9 CES Executive Meetings 11/9 NJNC Central Committee **NJNC – Side tables** Lecturing – (4 meetings) Support (PSS) – (4 meetings) **Update** <u>Job Evaluation</u>

	There continues to be several complexities, of key concern is the requirement to submit a new business case in order to secure funding – this is to be based on HMRC Green Book format which is expected to bring additional cost and increase timescale by c18 month – there remains the risk that there will be no cash committed to this. A new project board is to be established (JEPB – Job Evaluation Project Board) with expectation this will drive the project to completion. <u>NRPA (National Recognition and Procedures Agreement)</u> Following the resignation from the current NRPA by Unison and Unite there was a possibility that a new and separate agreement would need to be established – effectively meaning 2 different national bargaining protocols. Following discussions with all unions CES are currently working on a single agreement with 2 parallel appendices appropriate to lecturing and PSS – in effect a hybrid of current arrangements. EIS are keen to incorporate H&S into national bargaining which is not acceptable to employers and this needs to be resolved prior to any ratification. The risk of CES resigning from NRPA remains. <u>Funding</u> CES is currently funded directly by SFC until end of 25/26 year. SFC will provide a paper to outline potential future funding models (including subscription) doe consideration by CES. <u>PSS Pay Claim update</u> CES awaits confirmation from SG for £4.5M additional support funding before unions can recommend the current pay offer to members.
3	**NESCol** Weekly Principal Meetings ASET Chair Meetings Board Committee Meetings Board Inductions / One to Ones ETSH Launch Event
4	**Community Planning Aberdeen (CPA)** 18/6 Board Meeting 24/9 Board Meeting

	CPA focus is around the identified priorities of poverty and young people – with the publication of "The Future Health of Aberdeen" and the system changes required identifying interventions and provision of wrap around support.
5	**RGU** 19/6 Board Meeting 30/6 16/9 Audit Risk Committee 2-3/7 Graduations 23/7 Joint chairs NESCol RGU UoA 2/9 Chairs Group Meeting Of interest to NESCol Board will be the findings of the Gillies report from Dundee and the resulting publication of the SFC's "Expectations of Good Governance" report (ref SFC/AN/19/2025) applicable to HE and FE institutions. This should be considered both by audit and governance committees in order to establish benchmarks and actions for improvement.
6	**CDN** 25/6 17/9 Board Meetings 20/8 Remuneration Committee

REGIONAL BOARD

Meeting of 30 September 2025

REPORT BY COMMITTEE CHAIRS

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

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

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

1

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

Committee	Meeting Date
Board Chairs Committee	18 August 2025
F&R Committee	17 September 2025
Audit and Risk Committee	18 September 2025

2

Chairs Committee Meeting – 18 August 2025

Summary of key business:

- ETSH Launch and Progress update
- ASET Verbal Update
- Foundation Projects Update
    - Market Insights Resources
    - Student Records System
- Terms of Reference
- RB03 – Induction Policy (for review)

Agreed Actions:

- ETSH updates to be shared with Regional Board on 30 September 2025.
- ASET Update to be provided to Regional Board on 30 September 2025.
- Foundation Projects Update to be shared with ALF members.
- RB03 – Induction Policy agreed with no changes.

3

Finance and Resource Meeting – 17 September 2025

Summary of Key Business:

- Committee Terms of Reference
- Committee Programme of Business
- AY2025/26 Budget Update
- Annual Accounts AY2024/25 update
- ASET Update
- Opportunities Register
- ETSH Financing Update
- Credits and enrolment planning update
- Fixed Term Deposits Report

	• SFC FFR (submitted June 2025) • Estates Project Update **Agreed Actions:** • Lessons Learnt Report to be circulated to Regional Board. • Financial report, snagging list and list of changes to be secure for next steps discussion at Regional Board Level. • Future Projects updates to provide additional financial information.

4	**Audit and Risk Committee- 18 September 2025**
	
	Summary of key business:
	• Internal Audit Reports
	  • Workforce Planning
	  • Systems Development/Implementation
	  • Progress Report
	• Internal Audit Plan 2025/26
	• Programme of Business AY2025/26
	• Committee Terms of Reference
	• ASET Risk Register
	• Strategic Risk Register
	
	Agreed Actions:
	• Internal Audit Plan to include AI.

REGIONAL BOARD Meeting of 30 September 2025	
Title: Governance Update	
Author: Susan Lawrance, Regional Board Secretary	**Contributor(s):**
Type of Agenda Item: **For Decision** ☐ **For Discussion** ☐ **For Information** ☒ **Reserved Item of Business** ☐	
Purpose: To enable the Regional Board to receive updates regarding Regional Board Governance noting the high-level points within the Executive Summary.	
Linked to Strategic Theme: **4. Delivering Excellence and Innovation**	
Linked to Strategic Risk(s): *N/A*	
Executive Summary: **Committee Meetings:** Following on from one/one meetings held with the Regional Chair it has been suggested that one Board Committee Meeting within the academic year be held in person. Committee Chairs are asked to reflect on this suggestion. **Strategy Event:** A Strategy Event date of 20 January 2025 is suggested. Invites and more information will be shared in due course. **Development Day:** As part of Board Engagement, a development day is being explored for Spring 2026, **External Effectiveness Review:** Following Good Governance, and as part of the Internal Audit Plan, Henderson Loggie will be undertaking an External Effectiveness Review of Governance during the early part of February 2026. Members are asked to note that further information will be circulated regarding engagement, timeline and Board participation.	

Good Governance Steering Group: The GGSG, which have not met for more than two years, are to reconvene in early November 2025 to review the Code of Good Governance. The Group now have a new Chair (David Watt), Fyfe College with a continuing vacancy for a Principal to join the GGSG.

Board Membership: Members attention is drawn to the Membership changes. Welcome to Paul Butters, who has joined the Board as the Teaching Staff Member of the Regional Board; welcome back to Emma MacIsaac returning as the Students' Association President; also welcome to Mickey Dugan who has joined as Depute President of the Students' Association. A vacancy still exists for a new Executive Member of the Regional Board with work ongoing between the Board Secretary and the Marketing/Communications team to, following our Board recruitment procedure, produce an advertisement for a new member specifically with a financial background.

Recommendation: It is recommended that the Regional Board note the executive summary supplied for information.

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☒

Evidence: