



**Meeting of the  
Curriculum & Quality  
Committee**

**To be held on  
Wednesday 18 February 2026 at  
1000hrs via MS Teams**

## CURRICULUM & QUALITY COMMITTEE

### NOTICE

There will be a meeting of the Curriculum & Quality Committee of North East Scotland College on Wednesday 18 February 2026 at 10:00am via Microsoft Teams

### AGENDA

Agenda Item		Paper
18-25	<b>Apologies for Absence</b>	
19-25	<b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b>	
20-25	<b>Minute of Previous Meeting – 27/11/25</b>	X
21-25	<b>Matters Arising from the Previous Meeting</b>	X
	<b>Reserved Performance Reporting Matters</b>	
22-25	Overview of Activity and Credits Position AY2025-26 (R Laird)	X
23-25	AY2026-27 Applications Update (P Smith)	X
24-25	HMIE Inspection of Modern Apprenticeships Verbal Feedback (R McGregor)	
25-25	Performance Against Identified Risks (R McGregor)	X
	<b>Matters for Discussion</b>	
26-25	Spotlight Review Update (R McGregor)	X
27-25	Students' Association Activity Report (K Pettitt / E MacIssac)	X
28-25	Quality Update TQEF (incl. overview of new ILQR process) (R McGregor)	X
29-25	Curriculum & Quality Committee Evaluation (S Lawrance)	X
30-25	Student Support Activity Report (A du Plessis)	X
	<b>Matters For Information</b>	
31-25	Student Information System – EBS Video Update (L Taylor)	X
	<b>Showcase</b>	
32-25	Employer Engagement (D Abernethy)	X
33-25	<b>Any Other Business</b>	
34-25	<b>Summation of Actions and Date of Next Meeting</b> The next meeting will take place on Thursday 21 May 2026	

**CURRICULUM & QUALITY COMMITTEE**

**MINUTE OF MEETING**

Draft Minute of meeting of the Curriculum & Quality Committee held on Thursday 27 November 2025 at 1000 hours through the use of Microsoft Teams

**Present:**

- Bryan Hutcheson (Chair)
- Caroline Laurenson
- Ellie Zemani
- Emma Maclsaac
- Ewan Rattray
- Mark Fotheringham
- Neil Cowie
- Susan Elston

**In attendance:**

- Robin McGregor, Vice Principal, Curriculum and Quality
- Alesia du Plessis, Assistant Principal: Curriculum and Student Experience
- Kevin Bruce, Assistant Principal: Curriculum, STEM and Energy Transitions
- Duncan Abernethy, Assistant Principal: Curriculum & Commercial Development
- Robert Laird, Head of Planning and Academic Partnerships (for Agenda Item 05-25)
- Kirsty Pettitt, Student Engagement & Wellbeing Manager (Agenda Item 09-25; 10-25)
- Linda Taylor, Assistant Principal: Student Services (15-25)
- Brian Dunn, Head of Sector: Care, Education & Social Sciences (16-25)
- Susan Lawrance, Secretary to the Board
- Lorraine Garden, Minute Secretary

Agenda Item		Paper
01-25	<b>Apologies for Absence</b> Apologies were received in advance of the meeting from D Cockburn and C Dempster	
02-25	<b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b> C Laurenson declared a potential conflict of interest by virtue of her involvement with Code The Code (Education for Young People).	
03-25	<b>Minutes of Previous Meeting – May 2025</b> The Minute was approved as a true and accurate record.	X
04-25	<b>Matters Arising from the Previous Meeting – May 2025</b> Complete	X
	<b>Reserved Matters</b>	
	<b>Performance Reporting</b>	
	<b>R Laird joined the meeting</b>	
05-25	<b>Overview of Activity and Credits position AY2025-26</b>	X
3		

	<b>R Laird left the meeting</b>	
06-25	<b>Business and Community Development Update</b>	X
	<b>Matters for Decision</b>	
07-25	<p><b>Committee Terms of Reference – proposed changes</b> (Chair/Robin McGregor)  A summary of a recent meeting (R McGregor; B Hutchison and D Cockburn) to review and consider the remit of the Committee was provided. Discussion on papers; presentations and key themes took place. Highlight of the need to retain structure and good governance was noted. It was agreed that whilst the Committee have many matters for discussion and information few decisions, due to operational requirements, and the wide remit of the Committee, are required. The need to understand processes and have clarity on information was agreed. Members agreed to the changes as proposed.</p> <p><b>Action: Members asked to provide feedback throughout the year on the work of the Committee and proposed changes.</b></p>	X
08-25	<p><b>Programme of Business AY2025-26 (Draft)</b>  Programme of Business shared was agreed, with members noting the ability to flex if required, and the inclusion of Curriculum Showcases. The PoB was approved.</p>	X
	<b>K Pettitt joined the meeting</b>	
09-25	<p><b>SA Budget (AY2025/26)</b> (Kirsty Pettitt)  K Pettitt summarised the budget paper and presented additional information on the spending and initiatives undertaken. Highlight was made to the launch of the popular free soup for students' initiative (supported by College Catering provider). Members also noted the cost of providing free breakfast is now being met by the College, freeing up SA funds for other projects.</p>	X
4	In response to a query regarding possible gaps, K Pettitt advised staffing remains the biggest spend. The year-on-year improvement with SA engagement and the	

	increased work of the SA was recognised by Members. A Du Plessis highlighted engagement work alignment to the SPARQs framework. The Budget as presented was approved.	
	<b>Matters for Discussion</b>	
10-25	<p><b>Students' Association Activity Report &amp; SA Partnership Agreement verbal update</b> (Emma Maclsaac &amp; Kirsty Pettitt)</p> <p>E Maclsaac provided an update on key highlights within the Student Associations' Activity Report, including the increase in class rep engagement, Executive Officer participation, student activity engagement with the key area around student mental health, the free soup pilot, key points from the Student Mental Health Agreement and of her role in SPA and STEP highlighted.</p> <p>K Pettitt provided an update on the Student Partnership Agreement (which would usually come to Committee). This is currently undergoing national discussions with decision awaited on its future. The shifted focus on STEP projects and opportunity to get involved in pilot workshops nationally was recognised. Members noted an update will be shared once available.</p> <p>The provision of free breakfast and soup at SMA was questioned. D Abernethy provided an update on low-cost options being explored.</p>	X
	<b>K Pettitt left the meeting</b>	
11-25	<p><b>First impressions Survey</b> (ahead of presentation to Dec Board) (Robin McGregor)</p> <p>A summary of the shared survey data was provided by R McGregor. Members noted this provides an opportunity to capture feedback and benchmark performance. The high response rate was also noted, alongside the high levels of satisfaction. Acknowledgement of the significant work involved in completing the survey was made.</p>	X
12-25	<p><b>Draft KPI Results for AY2024/25</b> (Robin McGregor)</p> <p>R McGregor summarised the shared paper, which focuses on full time student attainment. The small percentage point improvement in full time attainment was highlighted. The comparative analysis across a 3-year period, highlighting areas of sustained strength and opportunity for further enhancement was recognised. The positive upward improvement was commended.</p>	X
	<b>Matters for Information</b>	
13-25	<p><b>Student Support Activity Report &amp; Equalities and Wellbeing Update (to include Equalities Outcomes)</b> (Alesia du Plessis)</p> <p>A du Plessis provided a summary of the shared paper highlighting the slight drop in safeguarding reports, with overall service demand remaining high.</p> <p>The Equalities &amp; Wellbeing Committee presentation was shared, emphasising NESCol above sector outcomes for key aims. Various promotions were also detailed as well as was an overview of the Committee action plan.</p> <p>Members commended the initiatives and the engaging material. R McGregor stressed qualifications are only one part of students' education which should include socialisation and self-management.</p>	X
14-25	<p><b>Annual Quality Assurance Report + MA Inspection Update</b> (Robin McGregor)</p> <p>R McGregor provided an overview of the substantial report available via MS Teams, which describes the quality assurance information on activity planning undertaken throughout the year, with feedback gathered through support self-evaluation. Attention was drawn to complaints, with Members noting that whilst there has been no significant increase in the number of complaints, the complexity of cases requiring full investigation has risen. A summary of other quality work undertaken was provided noting the alignment with the strategic direction of the College.</p>	X
5	A verbal update was provided on the upcoming MA HMIE inspection. Fuller	

	discussion took place in relation to the tertiary education system, the roles of quality assurance agencies and varied methods for review and inspection.	
	<b>L Taylor joined the meeting</b>	
15-25	<p><b>Student Information System Project Update – how will this enhance staff and student support</b> (Linda Taylor)</p> <p>L Taylor provided members with an update on the new student records system, including its benefits, challenges and next phases of its iteration. Members were advised NESCol is the first College in Scotland to implement the system, which provides a “one stop shop” for activity. Upgrades and improvements are being reviewed to ensure the College are making the most of the system. S Elston asked for sight of the system to make it easier to understand ie what does it do for a student and for staff. This would assist bringing the report to life.</p> <p><b>ACTION – L Taylor to provide a video on integration at the next meeting</b></p> <p>Discussion followed on the teething issues, integration, operation and core functions. It was acknowledged that there are still areas where improvements can be made, with the next phase anticipated to be less challenging.</p>	X
	<b>L Taylor left the meeting</b>	
	<b>Showcase (presented by B Dunn who joined the meeting)</b>	
16-25	<p><b>Social Science and Learning Opportunities</b> (Head of Sector: Brian Dunn)</p> <p>Members were reminded of the agreement at a previous meeting to provide a focus on different areas of each sector to showcase the day-to-day work undertaken by different curriculum teams.</p> <p>B Dunn shared the presentation providing a showcase on the Social Science sector. Discussion followed on opportunities to share the sector showcase, with various options including local history projects, visits, events and open days being mooted. Members also acknowledged the articulation trend data, with progression routes to higher education providers also commended. Attention was also drawn to the positive comments on the readiness of the students who enter University having completed their HN studies at college.</p> <p>The Committee Chair thanked B Dunn for his enlightening presentation.</p>	X
	<b>B Dunn left the meeting</b>	
	<b>Any Other Business</b>	
	n/a	
17-25	<p><b>Summation of Actions and Date of Next Meeting</b></p> <p>The next meeting will take place on Wednesday 19 February 2025 at 1000 hrs via MS Teams.</p>	



## Agenda Item 21-25

### CURRICULUM & QUALITY COMMITTEE - 18 FEBRUARY 2026

An update on matters arising from the meeting of the Curriculum & Quality Committee held on 27 November 2025

Agenda Item	
07-25	<p data-bbox="357 568 1398 636"><b>Action: ToR – proposed changes:</b> Members asked to provide feedback throughout the year on the work of the Committee and proposed changes.</p> <p data-bbox="357 669 983 703"><b>Status: Ongoing throughout the Academic Year.</b></p>
15-25	<p data-bbox="357 770 1407 837"><b>Action: Student Information System Project:</b> L Taylor to provide a video on integration at the next meeting.</p> <p data-bbox="357 871 1114 904"><b>Status: Complete – on agenda for February C&amp;Q Meeting.</b></p>

CURRICULUM AND QUALITY COMMITTEE	
<b>Title:</b> NESCol Students' Association Activity Report	
<b>Author:</b> Kirsty Pettitt (Student Engagement and Wellbeing Manager)	<b>Contributor(s):</b> Emma MacIsaac, Regional President, Mickey Dugan, Depute President
<b>Type of Agenda Item:</b>	
<b>For Decision</b>	<input type="checkbox"/>
<b>For Discussion</b>	<input checked="" type="checkbox"/>
<b>For Information</b>	<input type="checkbox"/>
<b>Reserved Item of Business</b>	<input type="checkbox"/>
<b>Purpose:</b> To enable the Committee to be updated on the work of the Students' Association.	
<b>Linked to Strategic Theme:</b>	
<b>3. Advancing Partnership Working</b>	
<b>Linked to Strategic Risk(s):</b>	
<b>Executive Summary:</b>	
The second Activity Report from the 2025/2026 team, which outlines the key updates from the Students' Associations activity during the 2025/26 year.	
<b>Recommendation:</b> Please note the information provided and provide feedback.	
<b>Previous Committee Recommendation/Approval</b> (if applicable):	
<b>Equality Impact Assessment:</b>	
<b>Positive Impact</b>	<input checked="" type="checkbox"/>
<b>Negative Impact</b>	<input type="checkbox"/>
<b>No Impact</b>	<input type="checkbox"/>
<b>Evidence:</b>	

## **Class Reps**

As of January, 220 Class reps have enrolled into the Class Rep space, 146 Class Reps have completed their online training.

December saw our second round of class rep meetings on each campus. Meetings were well attended with City Campus Class Reps engaging in feedback session with Brian Dunn about Assessment Practices and Fraserburgh Class Reps collaborating with Gwen Watt to co-design the Wellbeing Zone in the Atrium.

Class Reps set the themes of the final class rep meeting in February, choosing to focus on Support and Guidance, use of AI and Assessment and Feedback. We will also be asking class reps for feedback and ideas on how we can improve the class rep system further.

While February will be the final Class Rep meeting of the year, Class Reps will have continued opportunity to engage until the end of the year via Class Rep drop-in sessions, our Annual General Meeting and additional workshops being offered to support the work of the Student Mental Health Agreement.

## **Executive Officers**

Our voluntary Executive Officers have been making excellent progress with their action plans.

Valerie Ustariz Rodriguez (City Campus) has been progressing with the development of several student activity groups including the Queer Collective, Motor Sports and International Society. Val has also been working to research the opportunity to launch a Student Magazine, surveying students about what content they would like to see and support the creation of the magazine.

Bethany Leigh (City Campus) has been working with Aimee Ridgeway to explore additional opportunities for our Care Experienced Students. Bethany is in contact with Aberdeen City Council and will be meeting with staff to look at offering an information session for their young people while continuing to support the on campus Promise Group.

Weronika Kozłowska (Altens) has been reaching out to different college Students' Associations to hear their feedback about on campus catering to compare offerings and pricing. She is now working on a survey for Altens students to gather their thoughts on campus food options and social spaces. She is hoping to work closely with curriculum teams to also offer in class focus groups for additional feedback.

Karina Duthie (Fraserburgh) will be offering a Mature Student Coffee Morning in Fraserburgh Campus in February. Karina is hoping to make this a regular offering to support Mature Students who may be looking for community and additional opportunities to socialise and provide feedback about their experiences. Karina is also developing a survey for Fraserburgh students to hear about their experiences with transport options,

## **Cost of Living Initiatives**

### The Student Pantry

The Student Pantries continue to be highly used across Altens, Fraserburgh and City Campus. The Student Pantries are stocked with items donated from CFINE through FareShare, however due to cut backs on their own funding we are seeing less ambient items being donated and

more fresh fruit and veg. We are now relying more heavily on the funds raised through the yearly Sparkle festival. This year NESCol raised over £3250 to support the Student Pantries, which will ensure we are able to continue to offer this vital option for our students as they continue to be impacted by the cost of living.

### Student Kitchens

Altens has now received and installed an additional microwave in the Student Kitchen after we received feedback that queues at lunchtime were often over 30 minutes. We have not received any further concerns since the additional microwave being available.

### Free Soup

In the last week of January, we launched a voucher system in Altens, where students can claim up to two vouchers a week from the Students' Association Office to be exchanged for a portion of free soup from the Skyliner. This offer has been communicated to the Head of Sectors, Curriculum Managers, Academic Tutors and students via our weekly What's On email.

We have also recently moved the Student Soup in Fraserburgh from the upstairs in the Student Kitchen, to the main space of the Atrium. We have noticed an increase in uptake since the move so will continue to monitor this to ensure there is increased visibility and awareness of the project.

### **Student Mental Health Agreement**

Meetings have been held with Emma, Alesia Du Plessis and members of Strategic Leadership Team who have shared responsibility of actions in the Student Mental Health Agreement. Several actions have consequently come from these meetings to help progress some of the actions further;

- In Spring a workshop will be carried out with class reps to identify and co-design funding information to make it more accessible to students
- There is a possibility for an ESOL lived experience group to be created through equalities and wellbeing committee focusing on applications, induction and funding to better understand how resources can be developed to make them more accessible for ESOL students.
- An online training pack is being developed to initially help class reps better equip themselves to deal with emotional conversations that students can share with class reps. The training will be signposted as skills they can use outside of college and showing how to signpost to services within college.
- Working with the recruitment and conversion committee we will explore induction focus group feedback
- Consistent work has been done through our student activities for opportunities for students to socialise and build community

More long-term projects within the mental health agreement include creating separate prayer and contemplation space at City Campus.

### **Gender Affirming Fund**

The attendees of the first Student Council meeting voted in favour of the return of the Gender Affirming Fund with a budget of £850. This will support around 24 students to purchase items or experiences that are gender affirming, such as make up, haircuts or clothes. Students were able to apply between the 3<sup>rd</sup> – 5<sup>th</sup> February, with a review panel

reviewing applications on the 6<sup>th</sup> of February. At the time of writing, there have been 19 applications.

**Student President Elections 2026**

The nomination period for the 2026/2027 Student President Elections will open on the 9<sup>th</sup> of February and will close on the 26<sup>th</sup> February. Followed by a planning and briefing week, campaigning will open on Monday 9<sup>th</sup> of March and remain open through out the voting period on the 16<sup>th</sup> – 19<sup>th</sup> March. Results will be announced on the 20<sup>th</sup> March.

Kirsty Pettitt, Emily Bell and Kirsten Koss have been working to update materials to promote the positions to current students. During the nomination period there will be a variety of sessions and workshops to support students to understand the election process, the job role, how to create a manifesto and how to run a successful campaign.

During voting week there will be presence in Altens, Fraserburgh and City Campus to encourage students to vote. We will also be trailing bookable in class voting sessions which will targeted and the curriculum areas that have historically had a lower voter turn out.

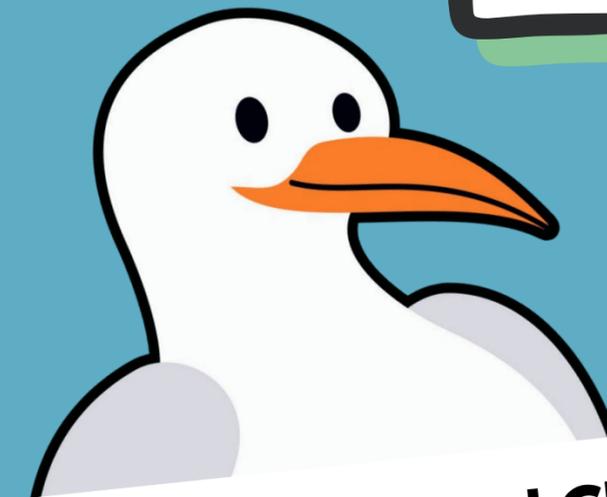
**STEP**

The most recent STEP Networking Day 6 took place on the 27<sup>th</sup> January. Emma is supporting the “The Strategies to Support Student Engagement and Partnership Within an Increasingly Time-Poor and Cash-Poor Student Population” strand. During the networking day they finalised various aspects of the pilot workshop. NESCol will host the pilot workshop on the 5<sup>th</sup> March. We are particularly interested in hearing from students who work several jobs or work more than 15 hours each week to understand the impact on the student experience.

The workshop involves a card sorting activity where students and staff will sort cards based on how well NESCol is doing to support students who are time poor and cash poor to engage. The feedback is then added to an action plan which can link to the SEAP and other internal documents. Student participants will receive a voucher and light refreshments as a thank you for their participation.

Emma was also able to co-present at the networking day to summarise the day and reflect on highlights of the day.

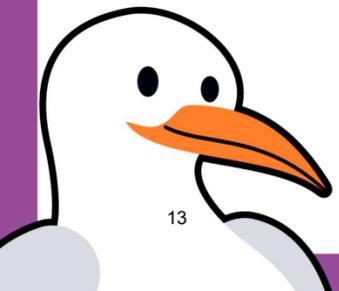
# Students' Association Update



**Real Voices. Real Choices. Real Change.**

# Class Rep Feedback Highlights

- 220 Class Reps have enrolled into Class Rep space
- 146 Class Reps have completed their training
- Our second Class Rep Meetings were held in December
- Collaboration with Brian Dunn and Gwen Watt
- Final meetings in February
- Further opportunities to engage through Drop Ins, Annual General Meeting and additional workshops



# Executive Officers

Valerie Ustariz Rodriguez, City Campus

- Student Club development (Queer Collective, Motorsports, International Society)
- Researching and developing a Student Magazine

Bethany Leigh, City Campus

- Exploring opportunities for Care Experienced students
- Supporting City Campus Promise Group during Care Week

Weronika Kozłowska, Altens

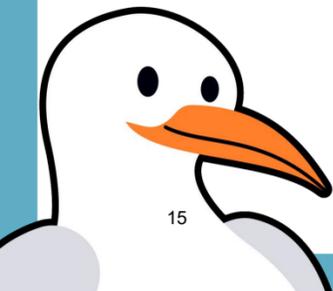
- Collecting feedback across Scottish colleges
- Surveying and holding focus groups in Altens

Karina Duthie, Fraserburgh

- Offering Mature Student Coffee Morning
- Surveying and collecting feedback on Fraserburgh transport issues

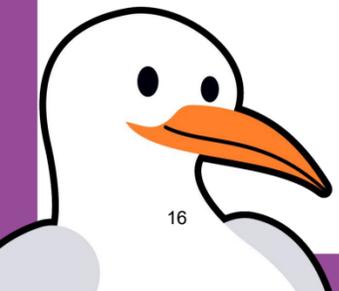
# Cost of Living Initiatives

- Sparkle raised over £3250 for the Student Pantries
- Alrens has now received and installed a second microwave
- Free Soup continuing in Fraserburgh and City
- Introduced voucher system in Alrens based on student feedback



# Student Mental Health Agreement

- Meetings with senior leaders have progressed actions within the Student Mental Health Agreement
- Spring workshop planned with Class Reps to co-design clearer, more accessible funding information
- Development of an online training pack to support Class Reps with emotional conversations and signposting to services
- Ongoing work on student community-building activities, with longer-term plans for a prayer and contemplation space at City Campus.



# Elections

- Nominations open from 9th–26th February, with campaigning from 9th March and voting from 16th–19th March
- Results will be announced on 20th March following the voting period.
- Updated promotional materials and delivering support sessions during nominations



## WHO'S YOUR NEXT REGIONAL PRESIDENT?



EMMA MACISAAC



JAMIE HENDERSON



LYRA COLLINS



MIKEL BROWN



SUSAN SKINNER

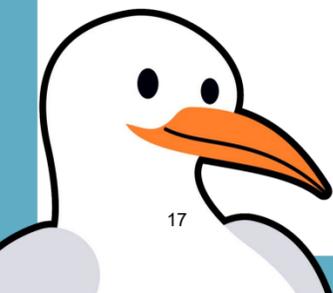


VIKTORIJA NIKITINA

**SWIPE UP TO VOTE NOW!**

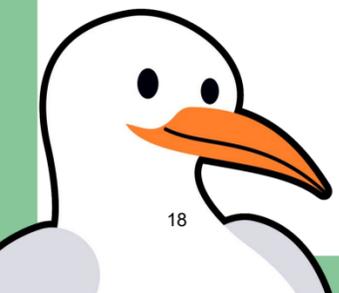
**WWW.NESCOLSA.ORG**

**EVERY STUDENT WHO VOTES WILL BE ENTERED INTO A DRAW TO WIN ONE OF THREE £50 VOUCHERS!**

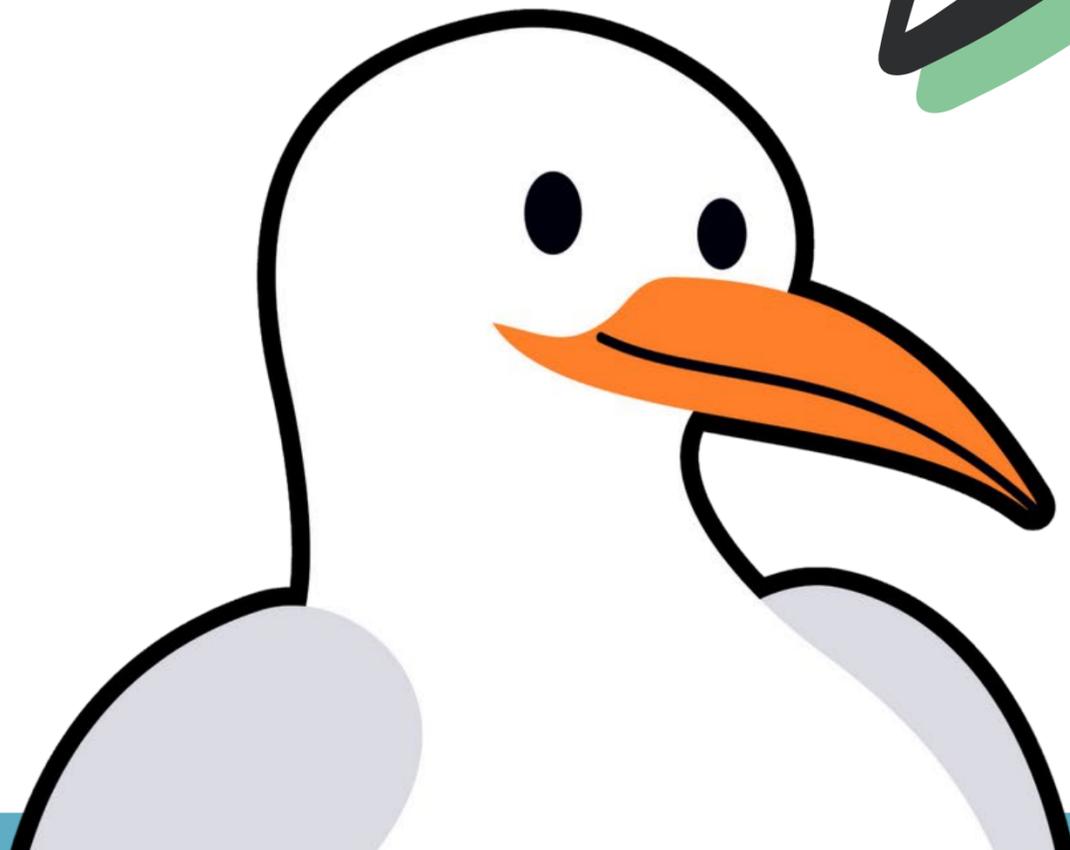


# STEP

- Key elements of the pilot workshop have been finalised
- NESCol hosting workshop on 5th March
- The workshop will gather feedback through a card-sorting activity to inform action planning and link to SEAP
- Focus on engaging time-poor and cash-poor students, with vouchers and refreshments provided as thanks



Questions?





**Agenda Item 28-25**

<b>CURRICULUM &amp; QUALITY COMMITTEE</b>	
<b>Meeting of 18 February 2026</b>	
<b>Title:</b> ILQR – Institution-led quality review	
<b>Author:</b> Acting Director of Quality	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b>	
<b>For Decision</b>	<input type="checkbox"/>
<b>For Discussion</b>	<input checked="" type="checkbox"/>
<b>For Information</b>	<input checked="" type="checkbox"/>
<b>Reserved Item of Business</b>	<input type="checkbox"/>
<b>Purpose:</b> To update the Committee on the college self-evaluation and quality enhancement activity.	
<b>Linked to Strategic Theme:</b>	
4. Delivering Excellence and Innovation	
<b>Linked to Strategic Risk(s):</b> N/A	
<b>Executive Summary:</b>	
The report outlines the Institution-led quality review process which is part of the new approach to quality assurance and review within the Tertiary Quality Enhancement Framework (TQEF).	
<b>Recommendation:</b> It is recommended that the Committee note and discuss the content of the paper.	
<b>Previous Committee Recommendation/Approval</b> (if applicable): N/A	
<b>Equality Impact Assessment:</b>	
<b>Positive Impact</b>	<input checked="" type="checkbox"/>
<b>Negative Impact</b>	<input type="checkbox"/>
<b>No Impact</b>	<input type="checkbox"/>
<b>Evidence:</b>	

## **1. Tertiary Quality Enhancement Framework – Quality Enhancement**

### **1.1 Institutional-led quality review (ILQR)**

- 1.1.1 As stated in the previous Spotlight paper, from AY 2025-26, the scope of the Spotlight Review process will expand to contribute directly to the requirements of the Tertiary Quality Enhancement Framework (TQEF), particularly the enhanced oversight expected through the Institution-Led Quality Review (ILQR) process.
- 1.1.2 The ILQR is the SFC and QAA Scotland’s new formal, cyclical mechanism for assuring and enhancing the quality of all academic and professional service provision across all colleges and universities. Operating on a six-year cycle, it ensures that all SFC-funded activity, both credit-bearing and non-credit bearing, is evaluated against national expectations and sector reference points. Reviews are evidence-driven, drawing on external verification outcomes, student feedback, performance and trend data, and annual monitoring to provide a rigorous evaluation of academic standards, curriculum design, learning, teaching, and the wider student experience.
- 1.1.3 Each review must be overseen by an appropriately constituted panel that includes staff, students, and at least one external expert stakeholder to ensure robust and independent scrutiny. The methodology supports constructive reflection, continuous enhancement, and strong institutional oversight, following a structured process from scoping and planning through to evaluation, action planning, and reporting via SEAP, CQASS, SLT, and ultimately the Board. Collectively, these arrangements provide assurance that NESCol maintains academic standards, meets regulatory expectations, and drives consistent, high-quality enhancement across the College.
- 1.1.4 ILQR is the periodic review of subjects, programmes, and professional services contributing to the student experience, conducted by an institution-led review team. Key principles include:
- All provision must be reviewed on a cycle of no more than six years.
  - Institutions must maintain and publish a review schedule, available to QAA and SFC.
  - Programme review must be sufficiently granular to support effective internal and external scrutiny.
  - The process must promote constructive reflection on activity and impact.
  - Reviews must produce robust, comprehensive, and credible evidence.
  - Evidence must incorporate holistic data and testimony from a wide range of students.
  - Internal review teams must include a student and at least one external member.
- 1.1.5 Please see appendix 2 for the proposal on NESCol approach to the ILQR.

## 1.2 Implications

### 1.2.1 Resource allocation for reviews:

A level of resourcing will be important to support the development and upkeep of internal systems for the periodic ILQR, including achieving the right level of detail, external review, and varied student input.

### 1.2.2 Staff training and participation:

Building staff capability at all levels—including Curriculum Managers, lecturers, and professional services teams—will be vital to support collaborative curriculum review, evidence-informed self-evaluation, and the development of an inquiry-led approach.

### 1.2.3 Stakeholder engagement costs:

There may be some associated costs in involving external reviewers, student representatives, and other stakeholders in collaborative curriculum reviews and subsequent action-planning sessions, including logistical and administrative support.

### 1.2.4 Data systems and analysis:

There may be financial considerations linked to implementing data collection, analysis, and reporting systems, particularly if existing staff capacity needs to be redirected to support robust evidence for quality evaluations and enhancement activity.

## 1.3 Student partnership and external Stakeholder engagement

### 1.3.1 Students:

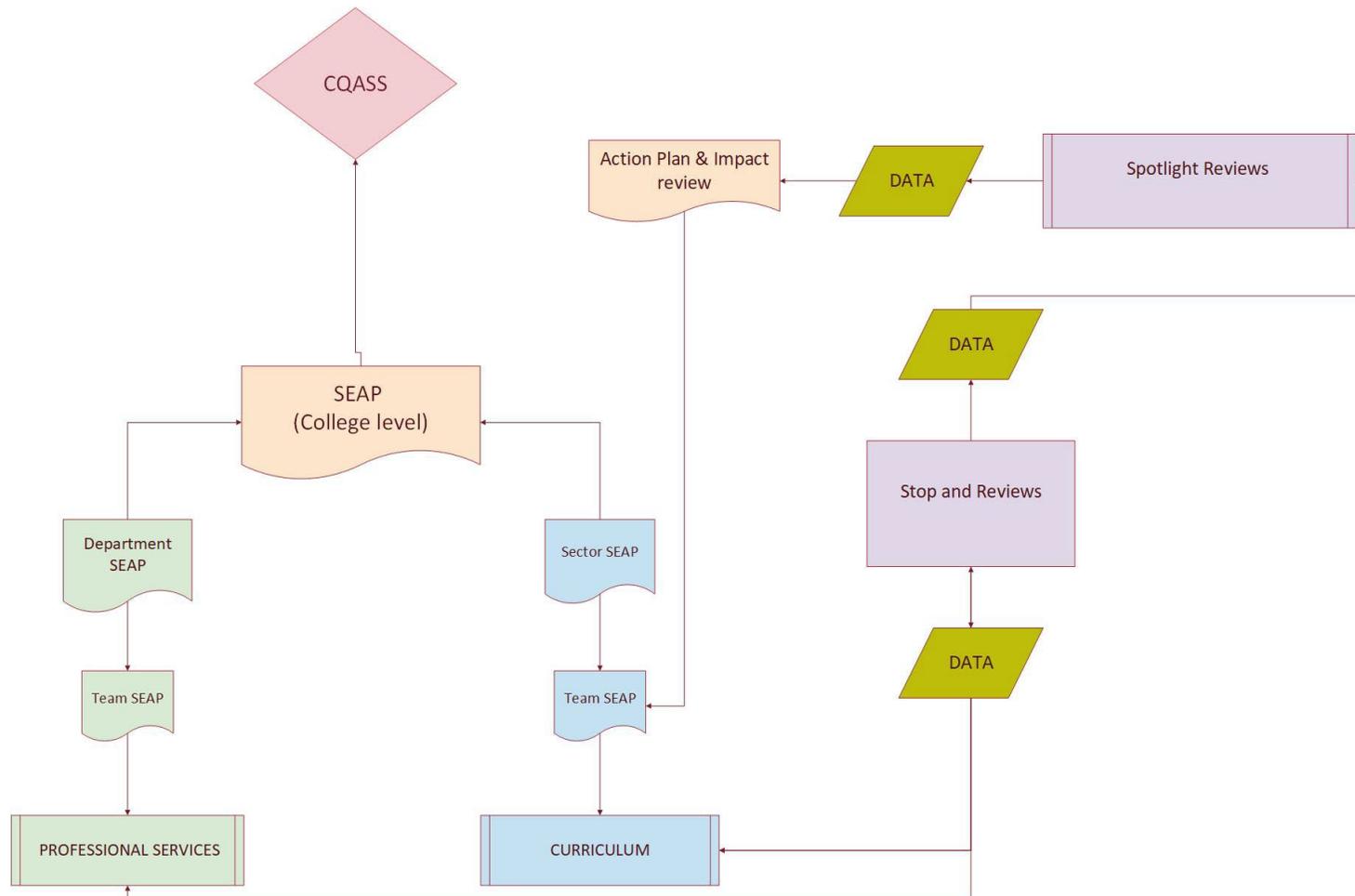
By building on the College's well-established Class Representative system, we can effectively encourage and involve a diverse group of students from the specialist areas under review. It is anticipated that compensation will be necessary, as some review activities may take place outside normal attendance times, and provision of refreshments will also be required.

### 1.3.2 Stakeholders:

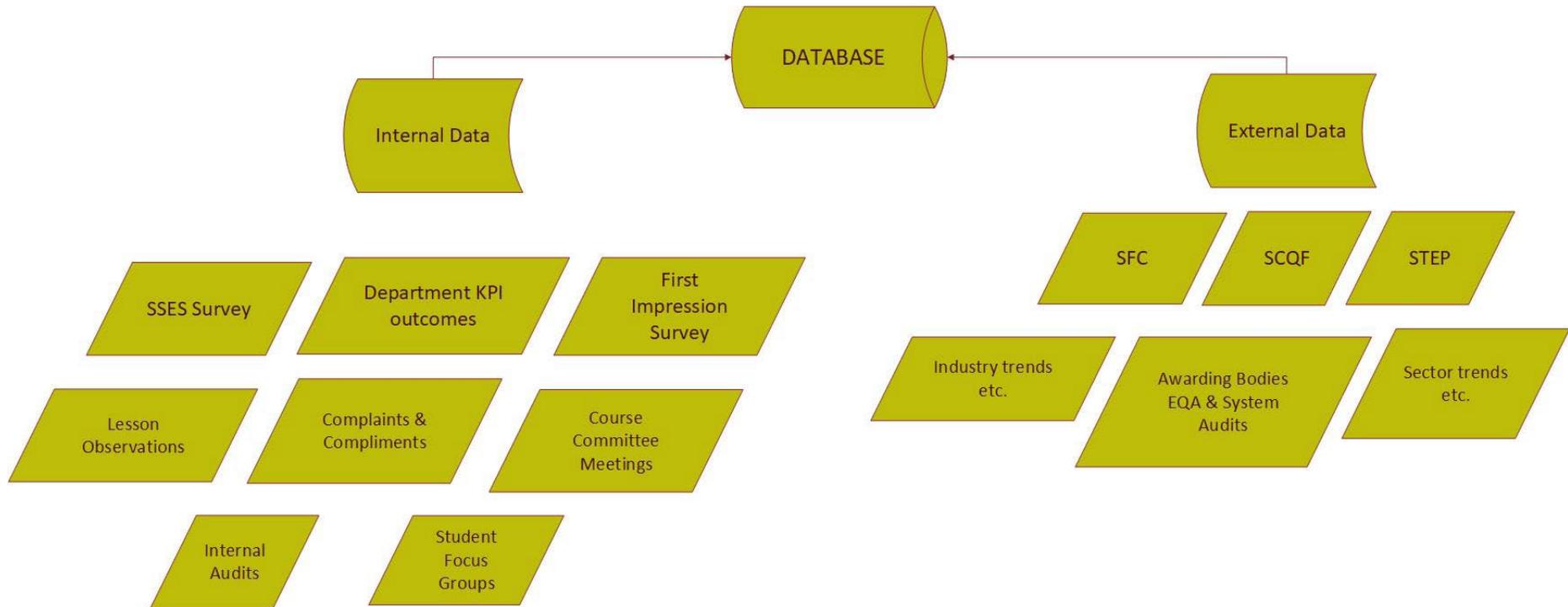
This aligns with the "Our Region" Sub-Strategy and complements the ongoing project to strengthen engagement with industry partners representing the college's key sectors. Through the ILQR process, the College will be able to involve these industry representatives as ambassadors, drawing on their up-to-date expertise and insights to ensure our curriculum reflects current industry practice and future skills needs. Compensation may be required for travel costs and refreshments will be required.

**Appendix 1 – NESCol’s present position on self-evaluation and enhancement planning**

**Self Evaluation** - This diagram presents the current NESCol Quality Assurance process, outlining the key activities that take place across the academic year for all college services. It illustrates the breadth and depth of our quality cycle and demonstrates how these activities generate essential evidence to inform strategic planning and decision-making.



**Data systems** - The diagram below illustrates the range of systems used across the College to gather the quantitative and qualitative data that underpins our evaluation and action-planning processes. Together, these systems provide a comprehensive evidence base, enabling teams to reflect on performance, identify strengths and areas for development, and drive targeted enhancement activity.



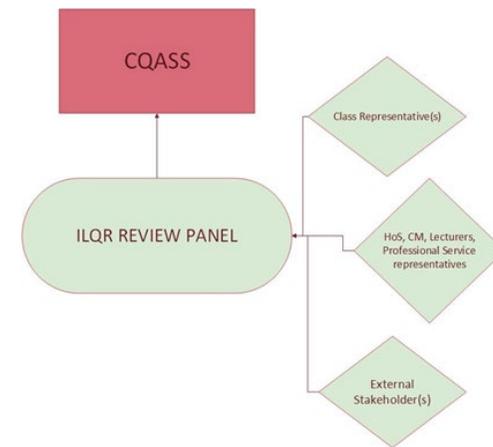
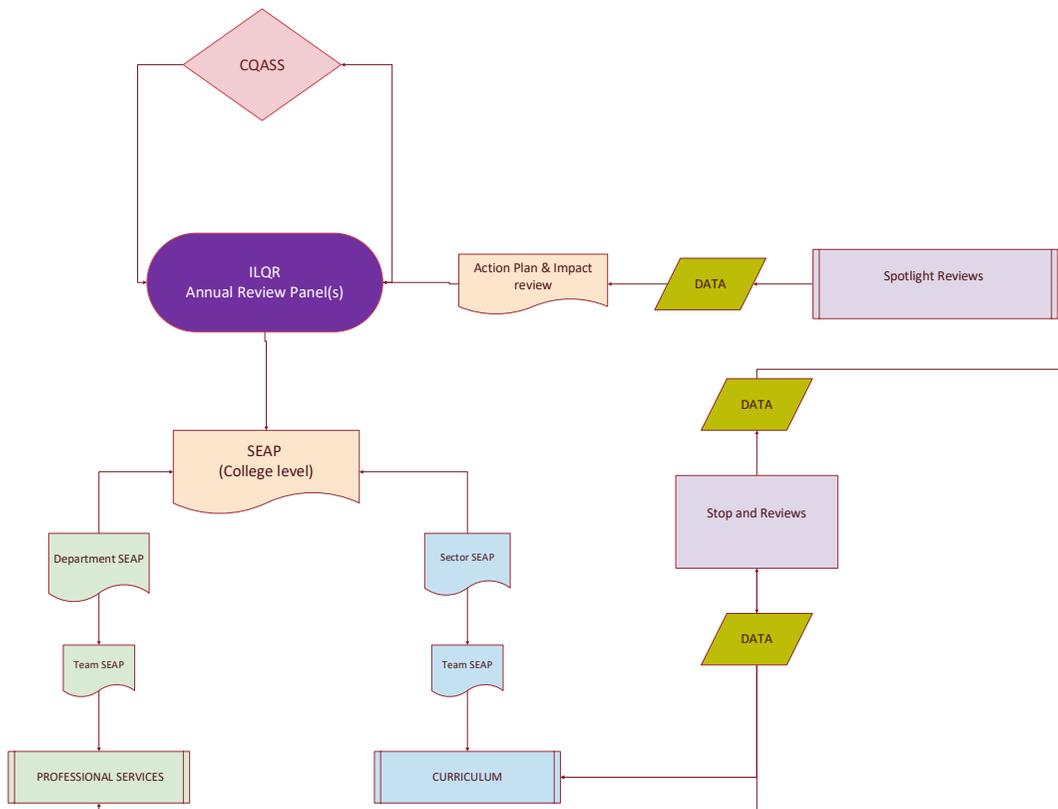
## Appendix 2 – NESCol’s approach to ILQR

We are proposing to build on the established and successful “Spotlight Review” practice by widening the remit of Spotlight Reviews. There is the potential of a name change for the ILQR Spotlight Reviews if that is felt necessary to differentiate the process – for example –

Collaborative Curriculum Area Review or Holistic Curriculum Review or Curriculum & Student Experience Evaluation

Stages	Process	Output
<b>1</b> – August – September (on campus)	<b>SEAP close off</b> – this focuses on recruitment, retention, success, student satisfaction and destination data from the previous academic year. This approach is well established and fine tuned over many years at NESCol and is undertaken in all teams and at all levels across the college.	<ol style="list-style-type: none"> <li>1. Completed Self Evaluation and creation of an Action/Enhancement plan for current academic year. (live document)</li> <li>2. Team, Department, Sector level = input to college level SEAP (live document)</li> <li>3. Portfolio reviews/curriculum future planning (ongoing across year)</li> </ol>
<b>2</b> – October – January (on campus)	<b>Spotlight Review (title tba) 1</b> – <i>selected areas from the ILQR schedule</i> This stage will involve the Head of Sector, Curriculum Managers, Lecturers, Class Representatives, relevant Professional Services staff and includes external stakeholder(s). It serves as the initial review, creating space for open discussion, celebrating what is working well, and jointly identifying opportunities for enhancement. The review will align with TQEF principles and the sparqs Student Learning Experience Model, with Class Representatives supported to gather additional student feedback beforehand.	<ol style="list-style-type: none"> <li>1. Completed Spotlight review report and action plan</li> <li>2. Presented to CQASS by Lead for area being reviewed</li> </ol>
<b>3</b> – May – June (on campus)	<b>Spotlight Review (title tba) 2</b> – <i>selected areas from the ILQR schedule</i> This stage will involve the Head of Sector, Curriculum Managers, Lecturers, Class Representatives, relevant Professional Services staff and includes external stakeholder(s). The review’s purpose is to check progress, review evidence, share practice, celebrate success, and identify next steps.	<ol style="list-style-type: none"> <li>1. Progress update on the spotlight review and action plan, presented to CQASS by lead for area being reviewed.</li> <li>2. Summary of evidence informed insights.</li> </ol>

	<p>The review will align with TQEF principles and the sparqs Student Learning Experience Model, with Class Representatives supported to gather additional student feedback beforehand.</p>	<ol style="list-style-type: none"> <li>3. Identification of approaches, innovations, and interventions that have delivered positive outcome that could be shared or even scaled.</li> <li>4. A set of clear actions, responsibilities and timelines to support ongoing enhancement across the curriculum area.</li> </ol>
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CURRICULUM AND QUALITY COMMITTEE	
Meeting of 18 February 2026	
<b>Title: Committee Evaluation Feedback</b>	
<b>Author:</b> Susan Lawrance, Secretary to the Board	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b>	
<b>For Decision</b>	<input type="checkbox"/>
<b>For Discussion</b>	<input checked="" type="checkbox"/>
<b>For Information</b>	<input type="checkbox"/>
<b>Reserved Item of Business</b>	<input type="checkbox"/>
<b>Purpose:</b> To provide the Committee with an opportunity to consider Members' feedback relating to the Committee's performance.	
<b>Linked to Strategic Goal:</b>	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> Attached as Appendix 1 is feedback submitted by Committee Members on the performance of the Committee. The feedback was gathered through the use of an online anonymous questionnaire.	
<b>Recommendation:</b> It is recommended that the Committee discuss the information provided and agree if any actions are required to strengthen the performance of the Committee.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None	
<b>Equality Impact Assessment:</b>	
<b>Positive Impact</b>	<input type="checkbox"/>
<b>Negative Impact</b>	<input type="checkbox"/>
<b>No Impact</b>	<input checked="" type="checkbox"/>
<b>Evidence:</b>	

# Responses Overview Active

Responses

4



Average Time

07:12



Duration

62

Days



1. How satisfied are you with the meeting arrangements in supporting the Committee's effectiveness and remit?

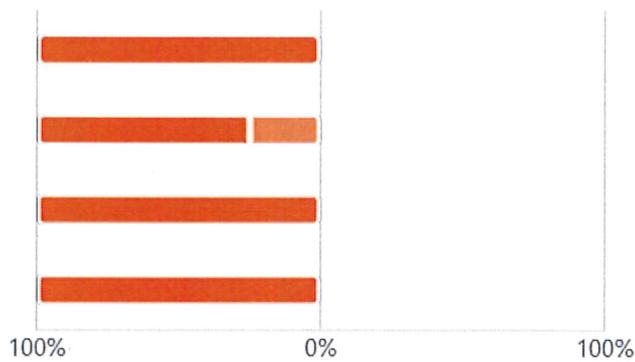
- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

Frequency

Timing

Structure

Agenda items



2. Please provide any additional supporting comments in relation to question 1, including any proposed agenda items/areas of focus for consideration.

2  
Responses

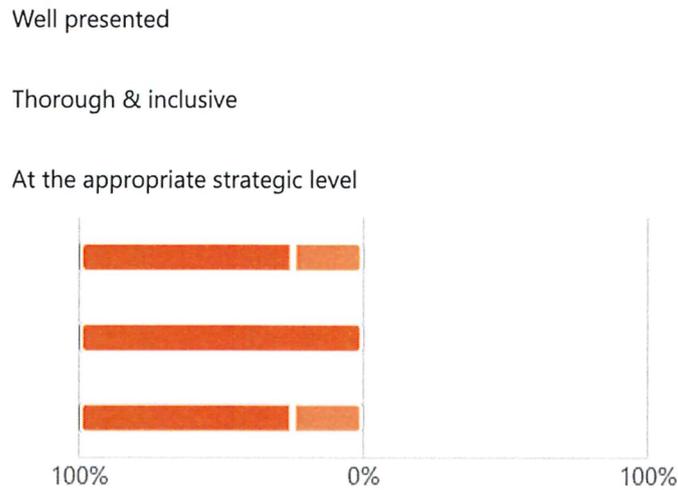
Latest Responses

"I believe the meetings and timings work well. Having the ..."

"This is a very valuable committee where as board membe..."

3. How satisfied are you with the support and information provided by the Executive and Leadership team?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied



4. Please provide any additional supporting comments in relation to question 2, including any suggested improvements.

2 Responses

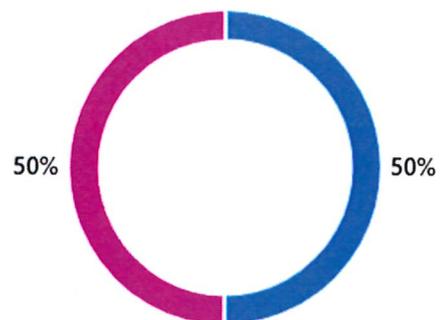
Latest Responses

"N/A"

"The papers and supporting material are always of a high ... "

5. Do you agree that Committee Members are fully engaged, ensuring thorough discussion and constructive challenge of agenda items?

- Strongly Agree 2
- Agree 2
- Disagree 0



6. Please provide any additional comments including suggestions to encourage further engagement

**1**  
Responses

Latest Responses

"I feel the committee members both challenge and suppor..."

7. Do you agree that the collective skills, knowledge, and experience of Committee Members enable the Committee to fulfill its governance role?



8. Please provide any additional comments in relation to Committee Members collective skills, knowledge and experience.

**1**  
Responses

Latest Responses

"There is a good mix of skills and experience on the comm..."

9. In considering your own skills, knowledge and experience, please comment on how well you believe you contribute to the work of the Committee, highlighting how this could be enhanced.

**3**  
Responses

Latest Responses

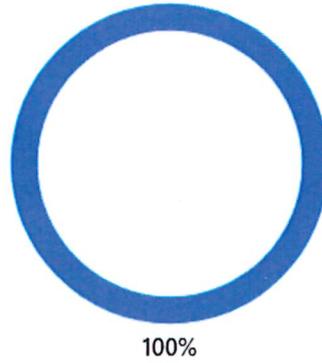
"My knowledge is of an acceptable level to allow my contr... "

"I feel my strengths lie in asking questions on governance ... "

"I try to look for opportunities that will enhance the stude... "

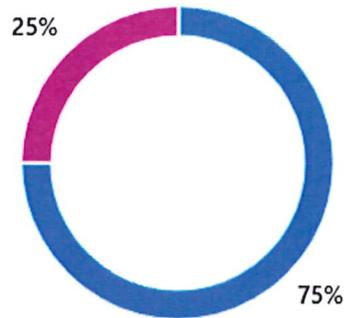
10. Do you agree that the Chair provides strong leadership to support the College's strategic ambitions?

- Strongly Agree 4
- Agree 0
- Disagree 0



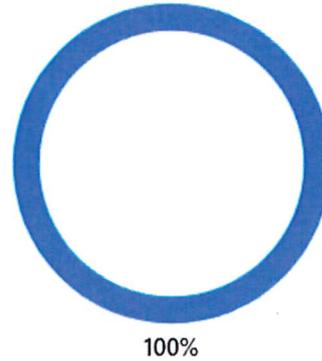
11. Do you agree the Chair communicates effectively and encourages equal participation among all Members?

- Strongly Agree 3
- Agree 1
- Disagree 0



12. Do you agree the Chair allows sufficient time for informed debate and ensures decisions are clear and collectively accepted?

● Strongly Agree	4
● Agree	0
● Disagree	0



13. Please provide any additional comments you may wish to make on the Committee Chair's performance.

2 Responses

Latest Responses

- "Although I do not have any knowledge in this area to ben..."
- "The meetings are well led and never feel rushed. Everyon..."

14. Do you have any final comments or suggestions that could help improve the Curriculum & Quality Committee's performance in the coming year?

2 Responses

Latest Responses

- "I believe this committee to already be thorough in it's op..."
- "It's always nice to see the Chair driving a good discussion..."

# Curriculum and Quality Committee Evaluation Feedback

## Additional Comments

### **Q2. Please provide any additional supporting comments in relation to question 1, including any proposed agenda items/areas of focus for consideration**

- This is a very valuable committee where as board members we get detailed oversight of the student experience and outcomes. The recent introduction of covering a specific curriculum area at each meeting to showcase the opportunities for students and teaching methods has been really helpful and a highlight of the meetings, reminding us of the direct impact of the college.
- I believe the meetings and timings work well. Having the agenda items and papers on MS Teams is very helpful.

### **Q4. Please provide any additional supporting comments in relation to question 2, including any suggested improvements.**

- The papers and supporting material are always of a high quality. Each agenda item having supporting information at the start is also very helpful.

### **Q6. Please provide any additional comments including suggestions to encourage further engagement**

- I feel the committee members both challenge and support the executive team.

### **Q8. Please provide any additional comments in relation to Committee Members collective skills, knowledge and experience.**

- There is a good mix of skills and experience on the committee.

### **Q9. In considering your own skills, knowledge and experience, please comment on how well you believe you contribute to the work of the Committee, highlighting how this could be enhanced**

- I try to look for opportunities that will enhance the students' experience, such as attending industry events and volunteering. I also have shared funding and collaboration opportunities. An area that I am become increasingly interested in is AI, there is an opportunity for the college to provide AI education for businesses and individuals looking to reskill

- I feel my strengths lie in asking questions on governance / strategy. My contribution could be enhanced by continuing to build an understanding of the colleges offerings and statutory responsibilities.
- My knowledge is of an acceptable level to allow my contributions to be useful.

**Q13. Please provide any additional comments you may wish to make on the Committee Chair's performance.**

- The meetings are well led and never feel rushed. Everyone is given the opportunity to ask questions. Actions are well recorded, giving clarity on what the outcomes are from the meeting.
- Although I do not have any knowledge in this area to benchmark the Chair, I can visibly see that they do follow all the principles and requirements set out in the Good Governance code, adhering to its rules and demonstrating good practice in how the organisation is led and managed.

**Q14. Do you have any final comments or suggestions that could help improve the Curriculum & Quality Committee's performance in the coming year?**

- It's always nice to see the Chair driving a good discussion. A small improvement could be asking those who are quiet if they have any thoughts, this sometimes brings out some interesting points that they were perhaps holding in. It is of course difficult as sometimes it is the conversation is flowing too much and we are time limited.
- I believe this committee to already be thorough in its operation.

<b>REGIONAL BOARD: Curriculum and Quality Committee</b>	
<b>Meeting of 18 February 2026</b>	
<b>Title:</b> Student Support Activity Update	
<b>Author:</b> Alesia du Plessis (Assistant Principal Curriculum and Student Experience), Linda Taylor (Assistant Principal Student Services)	<b>Contributor(s):</b> Gwen Watt (Head of Student Support and Engagement)
<b>Type of Agenda Item:</b>	
<b>For Decision</b>	<input type="checkbox"/>
<b>For Discussion</b>	<input checked="" type="checkbox"/>
<b>For Information</b>	<input checked="" type="checkbox"/>
<b>Reserved Item of Business</b>	<input type="checkbox"/>
<b>Purpose:</b> To enable the Committee to be updated on the work of the Student Support and Engagement teams and the Equalities and Wellbeing Committee and the Student Services teams.	
<b>Linked to Strategic Risk(s):</b>	
<i>4.1 If the SFC fails to provide adequate funding for counsellors and other targeted health and wellbeing support then student outcomes and experiences will decline.</i>	
<i>6.1 IF staff do not adhere to key statutory obligations and legislative requirements THEN the College may face significant financial penalties and/or reputational damage may occur.</i>	
<b>Executive Summary:</b>	
<p>The Student Support team continue to deliver support services as part of the whole-college support model. Following a minor restructure, the team are now moving into the previously mentioned sustainable, embedded model, with counselling and the online wellbeing platform resources in their final year of availability. Demand remains high for support appointments and safeguarding referral numbers are comparable to the previous session.</p> <p>It has been a strong start when it comes to events and activities, in particular in relation to our equality outcomes, with much more activity planned for the remainder of the year.</p> <p>The allocation of Student Support Funds for 2025-26 matched the initial allocation for 2024-25, which is lower than hoped for. A bid for In Year Redistribution of funds has been successful.</p>	
<b>Recommendation:</b> It is recommended that the Committee notes this report for information.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> Presented to Curriculum, Quality and Student Support Committee.	
<b>Equality Impact Assessment:</b>	
<b>Positive Impact</b>	<input checked="" type="checkbox"/>

**Negative Impact**

**No Impact**

**Evidence:** Staff and student feedback, staff and student equalities data.

## **Student Support: Activity update**

### **Team update**

As part of the transition to a sustainable, embedded model for mental health and wellbeing support for students, the Student Support team has benefited from some additional staffing resource as part of a minor restructure to support effective student support across all campuses. The team has been adaptive and flexible in both service delivery and the re-alignment of existing posts, to maximise the impact of the Scottish Funding Council ringfenced funds for the last 4 to 5 years, now transitioning into a permanent team structure.

As of February 2026, we are delighted to welcome Steven Pirie as Student Support Manager for Fraserburgh Campus and Scottish Maritime Academy. Steven previously worked as a Student Support Tutor at Fraserburgh Campus. Lianne Marriott continues as Student Support Manager for Aberdeen City Campus, and Aimee Ridgeway as Student Support Manager focused on Aberdeen Altens Campus and the new Energy Transition Skills Hub.



**Steven Pirie**

Student Support Manager

Following a successful recruitment process at the end of January, we also welcome two new Student Support Tutors, and the final element of recruitment will take place in June 2026 for the recruitment of a permanent Student Wellbeing Adviser. Each Student Support Manager will then have a permanent team consisting of Student Support Tutor/s and a Student Wellbeing Adviser offering bespoke learning and wellbeing support for their campus/es, whilst continuing to work closely as part of the regional team.

### **Mental Health First Aid (MHFA)**

The Student Support team undertake the function of student Mental Health First Aiders to provide support in the event of mental health emergency or crisis situation. There have been 89 calls for student MHFA in block 1 of academic year 2025/26. The majority of calls (91%) were for Aberdeen City Campus, however 43% of those calls were not deemed to be a MHFA emergency.

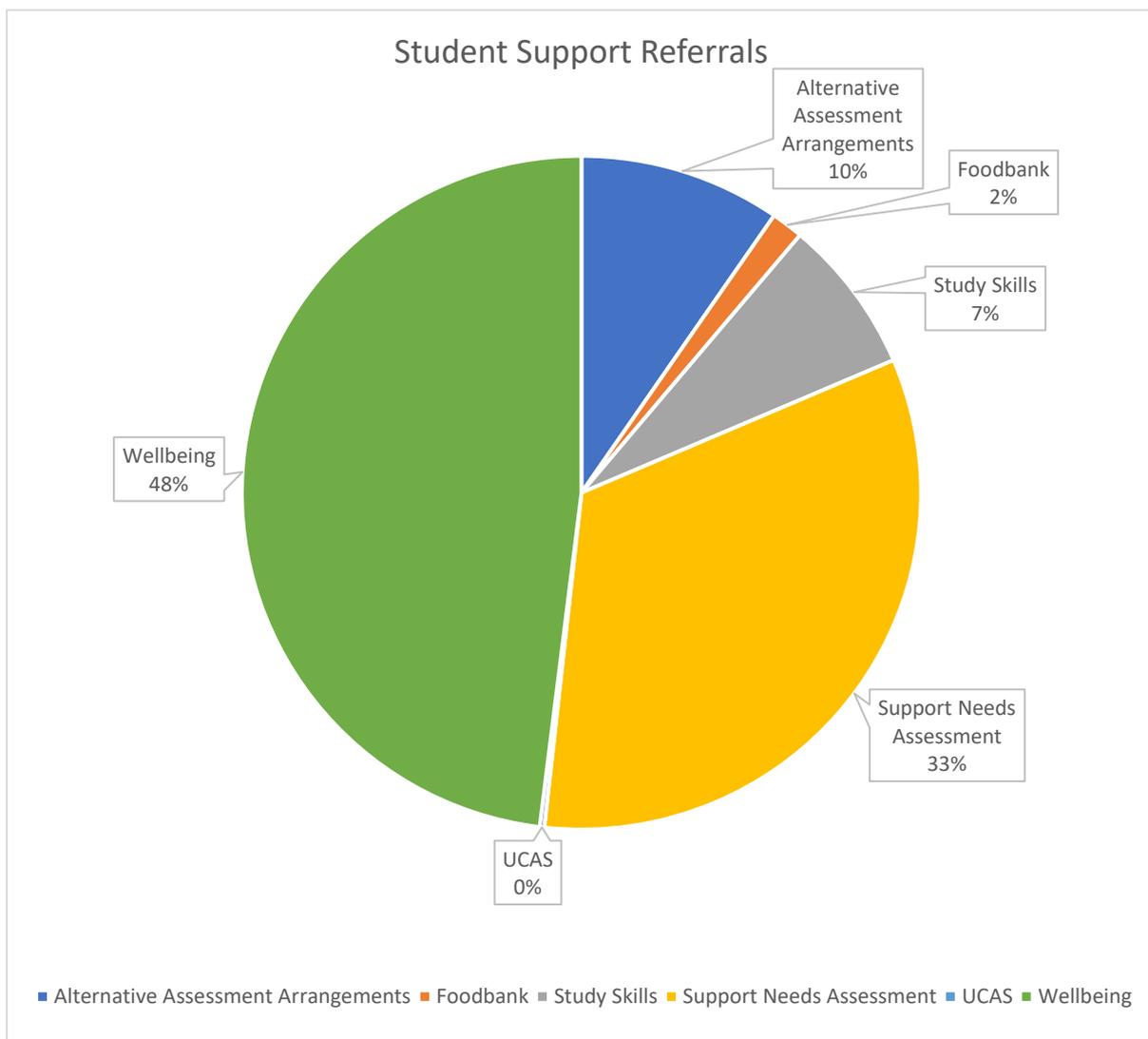
Aberdeen City Campus is the only campus which has logged such instances, with the other three campuses deeming all calls made as MHFA emergencies requiring immediate support. Altens Campus had 2 calls (2%), Fraserburgh Campus had 5 calls (6%) and Scottish Maritime Academy had 1 call (1%).

The Student Support Managers continue to work closely with Curriculum Managers and teaching staff to debrief following calls, signposting to MHFA guidance and

emphasising the difference between the requirement for mental health or wellbeing support, versus an emergency or crisis situation.

### **Student Appointments**

Appointment demand remains high between students booking in for appointments and referrals from curriculum teams, with almost 2000 appointments booked with the team this year so far. As expected, Wellbeing remains the highest referral category, followed by Support Needs Assessments and then Alternative Assessment Arrangements.



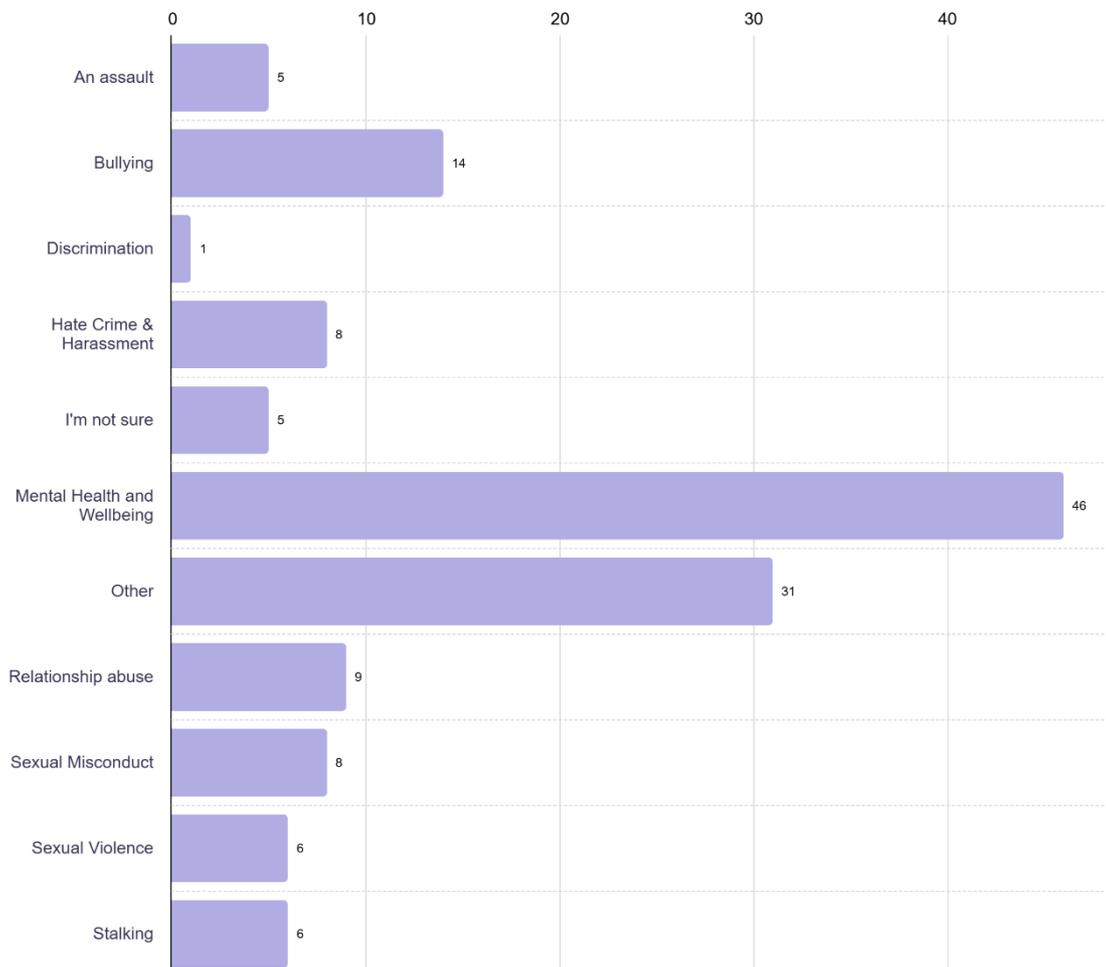
### **Safeguarding**

As is reflected in the appointments data above, Mental Health and Wellbeing remains the highest reporting category for our online safeguarding platform Report+Support

at 33% of total reports. This session to date has seen 139 reports submitted, which is comparable to the same time period last year. Whilst being utilised as the official safeguarding reporting platform, a variety of different reports are submitted, and not all require safeguarding interventions. This year, 53% of the total reports submitted have been recorded as safeguarding interventions, with the remaining 47% requiring interventions such as a wellbeing referral, or dealing with the matter via the Student Disciplinary Policy and Procedure.

The reporting category of 'other' is being used more this year, with 22% of reports in that category, compared to only 14% for the same time period last year. This change could be attributed to the continuing increase of awareness of the platform, including signposting as part of the Respect campaign and the equality outcomes work. In particular, as part of the Anti-Racism theme, there is recognition that more work is required to inform reporters of the process which follows submission of a report, to alleviate fears of perceived consequences and fears of not being believed. There has been a slight increase in the number of anonymous reports being submitted, 19% this year compared to 13% last year, and this is something that is reviewed through the Safeguarding Forum as well as the Equalities and Wellbeing Committee. A full breakdown of the reporting categories is provided below.

What are people reporting?



(Report+Support reports by incident type between 1/8/25 – 31/1/26)

## **Equalities and Wellbeing, RESPECT and events**

Anti-Racism: Black History Month and Race Equality Week

It was a strong start this year to our Anti-Racism equality outcome and RESPECT campaign theme with a jam-packed schedule of activities for Black History Month in October 2025 focusing on the theme 'Standing Firm in Power and Pride', honouring the profound contributions of Black leaders, activists, and pioneers who have shaped history. From music lectures and film showcases to a Hate Crime Awareness session with Police Scotland and a discussion panel session on 'Moving from Non-Racists to Anti-Racist: Our Collective Responsibility in the North East', our Anti-Racism equality champions Nelson Chapisa and Lisa Ginnane did a fantastic job in bringing people together and opening up the conversation about what NESCol needs to tackle as part of our equality outcome action plan. To make sure that momentum is not lost, the next focus is on Race Equality Week at the beginning of February, and we can't wait to see what comes next!

16 Days of Activism Art Exhibition

In November 2025 we were delighted to launch our 16 Days of Activism Art Exhibition, placing a spotlight on Gender Based Violence (GBV) with the theme of 'UNiTE to End Digital Violence Against All Women & Girls).

The planning team (seen on the right – Kayleigh Kellas, Lianne Marriott, Emily Bell and Kirsty Pettitt) were delighted with the engagement both in submissions as well as for the launch of the exhibit at Aberdeen City Campus on 25<sup>th</sup> November 2025. Seventeen pieces were submitted and displayed with an estimated 50 attendees on the opening night. There was also an online exhibition to make the event more inclusive and accessible, which had 43 unique visitors and a total of 70 visits. The team are already looking forward to organising the next event for such an important topic.



Sparkle Winter Festival

Another successful year of the Sparkle Winter Festival, another significant contribution to The Student Pantry! Over £3250 was raised through various activities across all our campuses and we were overwhelmed by the levels of engagement and generosity from our NESCol community. From almost 70 gifts donated for our Care-Experienced young people in the region via the giving trees, the woolly hats and scarves on the 'cosy tree' at City Campus to ensure people could stay warm, to the epic 'Cereal Domino Run' which was not only a big success, but also meant a donation of a significant supply of cereal to support the Students' Association Free Breakfast initiative.

Mention must also be made of the annual [Time to Shine Awards](#) which saw a record 93 entries and always offers such a fantastic opportunity to recognise those from the



NESCol community who go above and beyond. Check out the highlights in our [Sparkle Round Up 2025!](#)

### Student Services

Student Admissions & Funding team – Student Support Funds Allocation 2025/26

The final allocation of Student Support Funds for 2025/26 mirrored the initial allocation of 2024/25. Last year we were successful in obtaining our full bid for additional funds in the In Year Redistribution exercise. This year we bid for the same additional amount and have been given confirmation that we are to receive 75% of our bid of £1.4m provisionally, with the possibility of more funds later, as Scottish Funding Council are still engaging with Scottish Government to secure additional funding.

These In Year Redistribution funds will allow us to offer 3 Student Support Grants during the academic session which should allow us to meet the needs of our students and to support the high levels of retention we have built in the last few years.

	Initial Allocation	In Year Redistribution	Total Allocation	Total Spend
2025/26	£7,877,575	£ 980,000	£8,857,575 (to date)	£3,953,388 (to date)
2024/25	£7,877,575	£1,400,000	£9,277,575	£9,127,453
2023/24	£9,138,570	£ 300,000	£9,438,570	£9,381,528

The funds allocated to us by SAAS to support HE students is £101,638 in 2025/26 compared to £92,420 in 2024/25. These amounts are in addition to the funding students can apply directly to SAAS for.



CURRICULUM & QUALITY COMMITTEE	
Meeting of 18 February 2026	
<b>Title: Student Information System – ebs Video Update</b>	
<b>Author: Linda Taylor</b>	<b>Contributor(s): Amy Wilson</b>
<b>Type of Agenda Item:</b> <b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input checked="" type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to have an overview of the look, feel and functionality of our new Student Information System.	
<b>Linked to Strategic Theme:</b> 4. Building a stronger and more sustainable College 5. Striving to deliver excellence and growth  Choose an item.	
<b>Linked to Strategic Risk(s):</b> <i>Insert relevant risk reference number</i>	
<b>Executive Summary:</b> The objective of the project to replace our system is to streamline our student records and curriculum management processes into one system for all staff and students, thereby enhancing efficiency and realising long-term cost savings, providing a better service to students. Tribal ebs is an integrated student information system. This has allowed us to replaced our old system UNIT-e along with several other systems and portals, reducing the number of log ins and entry points of data. We also now have a portal for students so they can track the progress of their studies and keep their personal data up to date.  Here is the link to the video showing the staff view. A similar portal is available to all applicants and students. <a href="#">MyHub Overview .webm</a>	

**Recommendation:** It is recommended that the Committee view the contents of the video

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

**Equality Impact Assessment:**

**Positive Impact**     

**Negative Impact**   

**No Impact**           

**Evidence:** Student data held in one place, allowing a holistic view of student need and progress.

NORTH EAST  
SCOTLAND  
COLLEGE



BRINGING  
LEARNING  
TO LIFE



# Employer Engagement

Iain Cocker – Business Development Manager

Ian Runcie – Employer Engagement Manager

18<sup>th</sup> February 2026

# Regional Statistics



NESCol currently engages with approximately 1,200 employers.

All sectors are represented, with NESCol involved in the following:

- Foundation Apprenticeships
- Modern Apprenticeships
- Upskilling/Reskilling
- Sponsored Initiatives
- Curriculum Engagement
- Scottish Maritime Academy

# Modern Apprenticeships

- NESCol engages with 100+ MA employers, weekly
- 320 new starts each year and 900+ in training
- Strategic move away from managing agents has enabled 144% growth since 2020
- Ten new assessors/coordinators support the new activity
- Income has more than doubled in the same period (£1.8m)
- Combination of college-based and work-based learning





Business and Administration Skills



Engineering



Civil Engineering



Social Services: Healthcare



Social Services: Children & Young People



Joinery, Bricklaying  
Painting/Decorating



Car Mechanic



Warehousing and Logistics



Hairdressing



Management

# Modern Apprenticeships



Modern Apprenticeship employer engagement includes

- College based / Work based learning
- Competency assessment
- Progression routes to Higher Education
- Individual tailored feedback
- Participation in events

Employers benefit from a skilled succession pipeline

Apprentices benefit from an employer-derived development path

Regional economic benefits follow.



Phoenix  
Joinery



KR Steel

wood.



RockSalt  
SUBSEA



aberdeen  
Laundry  
services



Safer • Smarter • Solutions



DENHOLM  
SEAFOODS



OW  
OCEAN WINDS



BLOOM  
& WILD



MACDUFF  
Wild about Shellfish



# Upskilling / Reskilling



Workforce**Development**  
NORTH EAST SCOTLAND COLLEGE

*Workforce@nescol.ac.uk*

*Employerbookings@nescol.ac.uk*

*VenueHire@nescol.ac.uk*

*Employability@nescol.ac.uk*



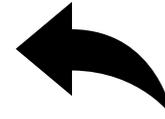
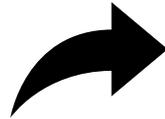
no  one  
left behind



Funded by  
UK Government

# Upskilling / Reskilling

## Case Study



# Future Opportunities



Greater reliance on technology

Social Media – TikTok

Strategic Plan

Investment Zone

Employability Opportunities

Pride in Place  
(Peterhead and Aberdeen)

FWDF 2.0 speculation

# Sponsored Initiatives



Primary sponsor  
S2 / GiE / SES / ETSH



ETSH



Benefactor - £900k

Welding programmes



S3 Engineering course



ETSH Welding Facility



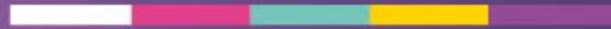
AFS Global Innovators programme

# Questions

NORTH EAST  
SCOTLAND  
COLLEGE



BRINGING  
LEARNING  
TO LIFE



[www.nescol.ac.uk](http://www.nescol.ac.uk)

