

**NORTH EAST
SCOTLAND
COLLEGE**



**Board of Management
Learning & Teaching and Student Services Committee
Meeting of 16 September 2014**



NOTICE OF MEETING

There will be a meeting of the Learning & Teaching and Student Services Committee on Tuesday 16 September 2014 at 1400 hours in G10, Aberdeen City Campus.

MEMBERS OF THE BOARD OF MANAGEMENT

Ms. A Bell
Ms. S Cormack
Mr. B Dunn
Mr. D Duthie (Chair)
Ms. K Gravells
Prof. J Harper
Ms. C Inglis
Mr. D Rennie
Ms. A Simpson
Mr. S Smith
Mr. R Wallen

IN ATTENDANCE

Mr. N Cowie, Vice Principal Organisational Services
Mr. P Sherrington, Depute Principal
Ms. S Walker, Vice Principal Curriculum
Ms. P May, Secretary to the Board of Management
Ms. P Kesson, Minute Secretary

Meeting of 16 September 2014

Agenda

1. Apologies for Absence

2. Minute of the previous Meeting

- 2.1 Meeting of 15 July 2014 (paper enclosed)

3. Matters Arising

- 3.1. Matters to be raised at the meeting

4. Report by the Principal (paper enclosed)

5. Matters for Decision

- 5.1. Students' Association Budget (paper enclosed)

6. Matters for Discussion

- 6.1. Full-time Student Applications 2014/15 (paper enclosed)
- 6.2. Developing Employability Skills through Curriculum Design (paper enclosed)
- 6.3. Modern Apprenticeships – 2014/15 Recruitment (paper enclosed)
- 6.4. The North East Scotland College Curriculum (paper enclosed)
- 6.5. Learner Progression – First Destinations and Progression Pathways 2013/14 (paper enclosed)
- 6.6. Students' Association Update (paper enclosed)

7. Papers for Information

- 7.1. Student Activity 2013/14 (paper enclosed)
- 7.2. Key Quality Performance Indicators – standing Item (paper enclosed)
- 7.3. Student Support Funds (paper enclosed)

8. Summation of Business and Date and Time of Next Meeting

Draft Minute of Meeting of 15 July 2014

The meeting commenced at 1355 hours.

PRESENT – A Bell, D Duthie (Chair), K Gravells, C Inglis, D Rennie, S Smith, R Wallen

IN ATTENDANCE – F Hughes, K Milroy, P May, S Walker, P Kesson

Mr Duthie informed Members that Ms Michie had resigned from the Committee due to time commitments and her recent appointment as a Director of ASET. Mr Duthie thanked Ms Michie for her valuable contribution to the work of the Committee.

The Committee noted that Mr Hughes, Vice Principal Student Services, will be leaving the College shortly to take up a new post and Mr Duthie paid tribute to Mr Hughes for his valuable contribution to the work of the Committee.

1. Apologies for Absence

Apologies were received from S Cormack, B Dunn, J Harper, and A Simpson.

2. Minute of previous Meeting

The Minute of Meeting held on 20 May 2014 was approved.

3. Matters arising from previous Meeting

There were no matters arising.

4. Principal's Reports

4.1 Principal's Report

The Committee noted a report providing information on Children's University Aberdeen; good practice in learning and teaching; Education Scotland Annual Engagement Visit; increase in Mechanical Engineering applications; Host Broadcaster Training Initiative with Commonwealth Games 2014; employers chasing computing students; school partnerships; meeting with Aberdeen City Head Teachers; and the Buttle UK Quality Mark.

Mr Milroy welcomed Mr Rattray's appointment to the Children's University Aberdeen Strategic Board.

Mr Wallen said that he would follow up the opportunity for publicity for College students selected to work at the Commonwealth Games.

The Committee expressed its thanks to the staff involved in the College's achievement of the Buttle UK Quality Mark for Care Leavers.

4.2 Scottish Funding Council 6-month Post-merger Evaluation

The Committee considered the letter received from the Scottish Funding Council (SFC) detailing the outcomes of the College's 6-month post-merger evaluation.

Mr Wallen informed Members that the letter had been considered by the Human Resources Committee at its meeting earlier in the day where he had commented that the oral feedback to Board Members on the day of the visit had not covered some of the aspects mentioned in the letter. Mr Wallen also informed Members that comment had been made at the HR meeting that it would be beneficial for the letter to be considered at a full Board Meeting.

The Committee noted the positive outcome of the SFC evaluation.

The Committee agreed that item 6.5 be considered at this time.

6.5 Students' Association

The Committee considered the budget presented by the College's Students' Association, and the award of a grant for the period 01 August 2014 to 31 July 2015.

Mr Rennie informed the Committee that it is hoped that the Association's accounts for academic year 2013-14 will be available by the end of August 2014. He was informed that the timely submission of accounts must be treated as a high priority issue.

Mr Rennie provided additional information on the Association's Strategic Plan. It was agreed that the Board of Management should be listed in the stakeholder mapping section.

The Committee noted the importance of the Association developing longer term plans and strategies to ensure continuity in its operation. After some discussion the Committee agreed that the proposed budget for the Association for academic year 2014-15 should be reviewed further by the Association in liaison with Ms Walker and that sustainability of the proposals should be considered. The Committee requested that the proposed budget is reconsidered at its September meeting.

The Committee agreed that it would be helpful for the Association to develop a three-year strategy and to provide further information on income and expenditure. It was also agreed that the Association should continue to be funded for essential activities from the Transformation Funding.

Mr Hughes noted support currently provided to the Association through the post of Student Engagement Officer and related restructuring of Student Support Services. It was agreed that future support for the Association from within a relevant College team and any related implications for the proposed Association budget would be considered by Mr Wallen and Ms Walker.

Mr Milroy left the meeting during discussion of the above item.

5. Matters for Decision

5.1 Criteria to Govern Course Provision Policy

The Committee reviewed the Board's Policy on Criteria to Govern Course Provision.

The Committee noted that experience has shown that the current policy has been effective and has presented no strategic or operational problems.

The Committee adopted the proposed version of the Policy and noted that it will be reviewed in July 2015.

5.2 Bursary Policy

The Committee considered the application of bursary policy within the College.

After some discussion the Committee noted the National Policy for Further Education Bursaries 2014-15, and adopted the College's Bursary Policy Additional Guidelines 2014-15.

5.3 Student Support Services: Information, Advice, Guidance and Support Policy

The Committee considered the College's Information, Advice, Guidance and Support (IAGS) Policy.

Members noted the discussions and consideration given to this policy across the College.

Ms Inglis commented that it was good to note that the College is increasing IAGS support at the Fraserburgh Campus and said it was important that necessary training was in place to enable the new IAGS posts to be fully operational as soon as possible.

The Committee agreed that consideration should be given to the inclusion of graduate advice in the Policy.

In adopting the Information, Advice, Guidance and Support Policy the Committee agreed that it would be beneficial to highlight, to the Scottish Funding Council, the additional capacity for the provision of IAGS at the Fraserburgh Campus.

5.4 Proposed Business of the Committee for AY2014-15

The Committee noted and approved the outline programme of business for academic year 2014-15.

In addition it was agreed that the issue of the Committee's legal responsibility and relationship with the Students' Association would be added to the agenda for the Board's planning event in October 2014.

6. Matters for Discussion

6.1 Embedding Good Practice in the Curriculum

The Committee considered and noted a paper providing information on the College's approach to embedding good practice in the curriculum.

Information was provided on the background and context to good and innovative practice; methodology; developments in good practice since merger; engaging learners in enhancing their learning through sharing good practice; and a regional approach to embedding good practice.

6.2 University Progression and Articulation Links

The Committee considered and noted a paper providing information on the current status of the College's partnerships with universities.

Information was provided on the background to the creation of articulation links; the impact on students of the College's articulation agreements; links with Robert Gordon University; links with The University of Aberdeen; and the Wood Commission.

Mr Wallen commented that the College was very fortunate to have such good links with the two local universities.

6.3 Student Support Services – Staffing Structures

The Committee considered and noted the current status of the staffing structures within Student Services.

Information was provided on the management structure; student services; IT and Technical Services; and learning resources.

Mr Hughes provided additional information on appointments to the posts in the three service areas and commented that staff are now fully aware of the regional dimension of their responsibilities.

6.4 Quality Assurance Arrangements: Framework and Quality Cycle

The Committee considered and noted the development and proposed implementation of a single quality framework and quality cycle for the College.

Mr Wallen commented that the new process of external college reviews will have a reliance on the College's own internal processes.

6.5 Students' Association

(This item was discussed earlier in the meeting).

6.6 AY2015-16 North East Scotland College Curriculum

The Committee noted a paper providing information on the progress in establishing the first fully integrated regional curriculum for North East Scotland College which will be in place for AY2015-16.

Mr Wallen commented that increased curriculum options and investment at the Fraserburgh, Ellon and Macduff Campuses might encourage additional people to enrol at courses at these centres who may have previously travelled to the Aberdeen City Campus.

7. Papers for Information

7.1 Student Activity for AY2013-14

The Committee noted a paper providing information on the current status of student activity for academic year 2013-14.

Mr Wallen said that the College will exceed the SFC funded target set for the year, and noted that data is currently being cleansed before being subject to external audit.

7.2 Performance Indicators

The Committee noted information provided on key performance indicators relating to the quality function.

Information was provided on lesson observation; external verification visits; benchmarking on external verification; student engagement; complaints; and compliments and thanks.

It was agreed that, in future, where several complaints on the same issue are received this should be highlighted.

7.3 Student Support Funds

The Committee noted a paper providing information on amounts allocated for various support funds and comparative spend in AY2013-14 and AY2012-13.

It was noted that some funds remained uncommitted for AY2013-14 and that the College therefore had sufficient funds in AY2013-14 to enable it to meet all the identified needs of students.

8. Summation of Business and date and time of next Meeting

The Secretary gave a summation of the business conducted. The next meeting of the Learning & Teaching and Student Services Committee is scheduled to take place on Tuesday 16 September 2014 at 1330 hours.

The meeting concluded at 1525 hours.

Report by the Principal

1. Introduction

- 1.1 The purpose of this report is to inform members of the Committee about significant developments.

2. Partnership with Enterprise North East Trust

- 2.1 From the start of 2014/15 the College will work in partnership with Enterprise North East Trust and "Bridge2Business" to offer an interactive, engaging programme of activities that will inspire, connect and support students into business. The partnership will see "Bridge2Business" in College one day per week including one day in Fraserburgh. The initiative will enable students to engage with role models/mentors in business who will advise on approaches to setting up businesses or developing enterprise skills for the workplace.

3. College Development Network (CDN) and Colleges Scotland (CS)

- 3.1 The demerger between CDN and CS went through as planned on 01 August 2014. CDN is now wholly-owned by the regional colleges and regional strategic bodies. A new Board of eight members is in place as follows:

- Paul Houlden, Chair; Linda McTavish, Regional Chair Lanarkshire (Chair of the Learning, Skills and Quality Committee in Colleges Scotland); Willie Mackie, Regional Chair Ayrshire; Sandra Walker, North East Scotland College; Craig Wilson, Edinburgh College; Thomas Kelly, External; Douglas Millar, External; CEO – Vacant.
- The new Board met for the first time on 04 August 2014 and will meet monthly between now and January 2015 to ensure the change agenda is achieved. Thereafter the Board will meet every two months until the year end.
- As part of the new governance arrangements the Board has established a 'Development' Committee. The Committee has a remit which includes:
 - * ensuring effective engagement with the college regions and key stakeholders;
 - * gathering intelligence to inform the design, development and delivery of CDN services;
 - * ensuring quality and relevance to meet colleges emerging and priority development needs;
 - * responsibility for liaising with the CS Board Learning, Skills and Quality Committee, to ensure that issues impacting the college sector and its learners and policy developed through the CS Board Committees is used to inform the CDN strategy and priorities and the design and delivery of CDN services.

This Committee will be chaired by Sandra Walker, Vice Principal Curriculum, North East Scotland College and regional membership of this Committee will be sought in due course.

4. Good Practice in Student Services at NESC

- Bespoke training and development plans are in place for staff.
- Performance management objectives have been revised in light of the merger.
- A schedule of meetings is in place for staff and managers to focus on achieving operational and strategic objectives.
- The Student Support Strategy is in the process of being updated.
- The range of services provided by Student Services is being communicated to students across all campuses.

5. Looked After and Accommodated Young People and Care Leavers

5.1 Student Services has received 52 referrals relating to young people in care or care leavers wishing to study at North East Scotland College in 2014/15. From this group, 36 offers of a place have been made. Of the 16 who did not progress with their application the following reasons were given:

- Decided to stay on at school and apply next year;
- Decided not to apply for medical reasons;
- Enquiries from the Social Work Department that did not result in an application;
- Withdrew their interest as the young person did not feel ready.

6. The Students' Association

6.1 North East Scotland College is recruiting a Students' Association Manager to support the achievement of the Association's core objectives. The successful post holder will report to the Head of Student Services.

7. Napier University and University of the West of Scotland

7.1 Both Universities have selected Student Services as an appropriate placement provider for their students on the Post Graduate Diploma in Careers Guidance and Development. Students are working in the field of either careers advice or adult guidance and spend up to two weeks in Student Services observing practice and extending their knowledge of student support services within a college setting.

8. Skills Scotland 2014 – Inspiring the Nation's Youth

8.1 North East Scotland College will participate in Scotland's largest careers and skills events this Autumn. Interactive, inspiring and dynamic events are aimed at educating young people about their future career pathways. They are aimed at 14-19 year olds with the target audience being those leaving school and progressing to college. Skills Scotland Aberdeen will be held on 03 November 2014 at the AECC, Aberdeen and 2,500 visitors are expected.

9. Online Student Enrolment

9.1 For Academic Year 2014-15 an online enrolment process was devised and successfully implemented for all students enrolling on full-time courses at the Fraserburgh Campus. Over three mornings of induction approximately 900 full-time students were able to enrol themselves, with staff support, on College courses. It is estimated that it took approximately six hours (two per morning) to enrol all 900 students. The intention is that for 2015-16 the College will implement online enrolment for all NESC students, across all centres.

10. Skillsdrive 2014

10.1 A collaborative event between North East Scotland College and Dingbro on 21 August resulted in 74 garages from across the North East visiting the new improved facilities at the Aberdeen Altens Campus. The event consisted of presentations and demonstrations from key partners as well as providing the opportunity for employer engagement on a range of topics. The Institute of the Motor Industry focused on the impact that apprenticeships can have on return on investment to an employer, Grampian Motor Training outlined their role in providing financial support to employers, the Scottish Motor Trade Association presented on MOT Safety and North East Scotland College outlined the range of training opportunities available.

11. College Development Network (CDN) Annual Awards 2014

11.1 The Scottish Maritime Academy has been shortlisted for the Employer Engagement Award at this year's CDN Annual Awards. The Award recognises creative approaches that a college has taken to enhance employer engagement activity which demonstrate clear, positive benefits to the employer, stakeholders, staff and learners. Winners will be announced at an awards dinner in Edinburgh on 27 November 2014.

12. Recommendation

12.1 It is recommended that the Committee note the contents of this report.

Rob Wallen
Principal

Students' Association Budget

1 Introduction

- 1.1 The purpose of this paper is to allow the Committee to consider the proposed budget for the North East Scotland College (NESC) Students' Association (SA) for 2014/15.

2 Background

- 2.1 Following the merger of Aberdeen College (AC) and Banff & Buchan College (B&BC) discussions took place between the two separate Students' Associations of the merging Colleges, which led to an agreement to form a single association with effect from academic year 2014/15.
- 2.2 The structure agreed for the new Association was one that included a sabbatical Regional President and two sabbatical Area Presidents – three full-time sabbatical posts. The Association also proposes a full-time post of SA Manager.
- 2.3 Prior to this, in AC there had been a single full-time sabbatical president and two part-time vice-presidents who were not sabbatical but paid a small retainer while in B&BC there was a full-time staff post to support the Association and a part-time president, until 2013/14 when a sabbatical president post was introduced.
- 2.4 Because the B&BC SA was not a separate entity from the College, there was no separate budget-setting process for the SA.
- 2.5 In AC, however, the SA was a separate charitable entity, which received a block grant from the Board of Management to cover the President's salary and some other costs, but the Association also generated other revenues. Each year the ACSA presented a budget proposal to the Course Provision and Student Services Committee which included within it a proposed level of grant from the Board. The decision on what level of grant to award the SA was taken based on a number of factors, including the extent to which the College's own funding had changed compared with the previous year.

3 Students' Association Budget for 2014/15

- 3.1 The new Association is a separate entity from the College. For the current year it benefits from access to a substantial dedicated "transformation fund" allocation to help create strong associations.
- 3.2 Attached as appendix 1 is a proposed budget prepared by officers of the Association.
- 3.3 Attached as appendix 2 is a draft income and expenditure statement for the year ended 31 March 2014. This will form the basis of the annual accounts for the Association; however, the accounts are not yet finalised as, it is understood, some additional transactions relating to bus passes have yet to be included. The statement shows a surplus of £3,483.43 at the year-end; however this figure may change. The surplus does not appear in the proposed budget for 2014/15.
- 3.4 Under the terms of the Further and Higher Education (Scotland) Act 1992 the Board has a responsibility for monitoring the SA's expenditure and approving its budget and have a general oversight of its finances.
- 3.5 The submission of audited accounts is a condition of grant from the Board to the Association. However, as this year the Association has access to the transformation funds and is not seeking a grant from the Board, this is not relevant – though, of course, ensuring that proper accounts are prepared is in itself important.

4 Further considerations

- 4.1 While the covering paper budget paper refers to the period 2014/18, the specific detail in the proposal relates only to 2014/15.
- 4.2 The income for the period 2014/15 refers to the available transformation funds. Such funding will not be available for later years. As such, consideration will need to be given by the SA to how they can generate sufficient income for their aspirations. This may require also a reconsideration of the structure adopted.
- 4.3 The proposal as submitted indicates £70,160 for staff salaries in the Core Spending section and a further £38,750 for the management post in the One-off Expenditure section – a total of over £108,000 on salaries. Consideration will need to be given as to whether this is sustainable, based on likely levels of income.
- 4.4 By way of comparison the block grant to the ACSA before merger was some £35k. B&BC did not receive a block grant but paid for a staff post to support the association (and in 2013/14 for one year had a funded sabbatical post). An issue will be as to what level of grant the Board will be minded to provide to the NESC SA in future years when the transformation funds are no longer available – and what additional income the SA is likely to be able to generate to cover its costs.

5 Recommendation

- 5.1 It is recommended that the Committee consider the budget proposed for NESC SA for 2014/15.

Rob Wallen
Principal

North East Scotland College Student Association Budget Proposal 2014-18

This budget is a proposed budget for the Student Association for 2014-2018. Many of the costs have been hard to determine due to not seeing Aberdeen College Student Associations accounts however the amounts have been given with careful consideration and are as true to the costs as possible.

Income 2014

Transformation Funds	£170,000	1
Bus Pass Sales	£3,157	2
Student Card Sales	<u>£22,075</u>	3
Total Income 2014/15	<u>£195,232</u>	

Core Spending 2014/18

Sabbatical Officer Salaries	£62,000	4
Affiliation	£4,000	5
Staff Support	£1,560	6
Accountancy	<u>£2,600</u>	7
Total Core Expenditure	<u>£70,160</u>	

Cost of Student Association Running 2014/18

Student Events	£4,000	8
Student Clubs and Societies	£4,000	9
Trustee Board	£1,000	10
Training	£500	11
Office Supplies and Stationary	£1,500	12
Telephone	£140	13
NUS Events	£1,000	14
Travel	£500	15
Elections	£1,000	16
Unforseen Costs	<u>£2,000</u>	17
Total Running Expenditure	<u>£15,640</u>	

One-off Expenditures 2014/15

Contract Cancellation	£2,800	18
Website	£15,000	19
Marketing Costs	£7,000	20
Temporary Support Staff	£3,000	21
Printer	£1,000	22
SA Manager	£38,570	23
SPARQs Training	<u>£2,000</u>	24
Total One Off Expenditure	<u>£67,371</u>	

Total Expenditure 2014/15 **£153,171**

Total Surplus 2014/15 **£42,061**

1	Transformation Funds	Funds provided by the Scottish Funding Council for the creation and promotion of the Student Association and for increased student engagement in the college
2	Bus Pass Sales	The sale of Stagecoach bus passes within the Student Association
3	Student Card Sales	The sale of student cards to students within South campus
4	Sabbatical Officer Salaries	The salaries of the three full time sabbaticals within the Student Association. Amount includes on costs.
5	Affiliation	Affiliation fees to NUS
6	Staff Support	The student association propose, in order to minimise costs, the employment of two HND students either in Accounting or Business or with Accounting experience to work in the North and South campus for four hours a week to complete the Admin duties in relation to finance, i.e. filling expenses, completing invoices and general book-keeping duties
7	Accountancy	This amount is ring-fenced to cover the end of year account audits.
8	Student Events	Student events such as Fresher's, Equality and Diversity Event's, Liberation events and Promoting Positive Health Events, used to promote student engagement
9	Student Clubs and Societies	This amount is used for the set up and maintenance of different clubs in societies throughout the college, i.e. Craft Club, Photography club, Sports Clubs and Teams
10	Trustee Board	Covers any costs the trustee board may encounter such as the reimbursement of travel fees for any members
11	Training	Training which the Sabbatical officers or Executive officers may do which is beneficial to their role
12	Office Supplies and Stationary	Items used within the office such as paper, pens, post-it notes etc.
13	Telephone	Cost of the office telephone in South campus
14	NUS Events	Amount is proportioned to send 3 full-time sabbatical officers to The Gathering and 7 delegates including 3 Sabbatical officers and 2 Officers from each Executive team from each area to attend Scottish Conference. The sabbatical officers made the decision that if they would like to attend any other conferences or events, the sabbatical officers themselves would pay for the delegation fee, accommodation and travel
15	Travel	Amount is used to cover travel for the executive officers to attend any training or events relevant to their role
16	Elections	Any campaign expenses which are allowed to be claimed by candidates in accordance to the schedules and constitution
17	Unforeseen Costs	Any costs which are unforeseen for the three years
18	Contract Cancellation	The cancellation of the contract for the printer in South Campus, as stated by the constitution no contracts over a year are to be entered into by the new Association extending a year's period
19	Website	The cost of setting up a website for the Student Association
20	Marketing Costs	The cost to purchase promotional and marketing materials for the new Student Association
21	Temporary Staff Support	Temporary staff support to support the production of student cards at the beginning of 2014
22	Printer	Cost of a printer for the two areas
23	SA Manager	It was agreed the first year salary for the student association manager would come out of transformation funds with all following years being funded by the college. Amount includes any on costs
24	SPARQs Training	This amount is budgeted for the training of Class Representatives for the year of 2014/15. This amount also covers the cost of training the Student Association manager to provide class representative training the following years, this will save the student association money in the long run.

North East Scotland College Students' Association			
Income statement			
For the year ended 31 March 2014			
	£	£	£
Incoming Resources from generated funds:			
<i>Voluntary Income:</i>			
Grants receivable from NESC		35,210.71	
<i>Activities for generating funds:</i>			
Investment income - bank interest received		5.74	
Incoming resources from charitable activities:			
Membership fees etc		22,252.50	
Income from trading activities:			
NUS extra commission		756.76	
Fresher's fayre		1,500.00	
Bus pass sales		14,203.00	
Clothing - Sales	378.00		
- Purchases (net of stock)	- 290.08		
		87.92	
Ticket sales		169.00	
Till Shortage		- 254.01	
		16,462.67	
Total incoming resources			73,931.62
Cost of charitable activities			
President's Salary	16,512.00		
Vice president salaries	8,190.00		
NIC	1,285.92		
Spree books	18.00		
Travel & subsistence	4,444.51		
Student events	4,287.77		
Bus passes purchased	8,788.50		
Equipment Rental	1,969.46		
		45,496.16	
Governance costs			
Other salaries	6,877.50		
Office supplies and stationery	2,651.05		
Computer consumables	-		
Advertising	-		
Audit and accountancy costs	9,090.00		
National Union of students fees	3,502.40		
Bank charges	282.18		
Depreciation	1,559.00		
Loss on disposal of fixed assets	699.50		
Telephone	24.40		
Miscellaneous expenses	266.00		
		24,952.03	
Total resources expended			70,448.19
Net surplus for the year			3,483.43

Full-Time Student Applications 2014/15

1. Introduction

- 1.1. The purpose of this report is to provide the Committee with information on the level of full-time student applications for the academic year 2014/15.

2. Background

- 2.1. Prior to the beginning of the new session staff from both curriculum and support teams have been working to finalise the range of full-time courses to be offered for the academic year 2014/15. This work is necessary to ensure that the College has appropriate resources in place and that students can apply in good time for the course they wish to undertake.
- 2.2. Prior to merger both the former Aberdeen and Banff & Buchan Colleges operated established online application processes for students wishing to apply for full-time courses. Such technology-driven systems allowed the faster processing of applications which, in turn, allowed the respective Colleges to respond speedily to prospective students. Post-merger work has progressed and has meant that NESC now has in place a single online process for applications.
- 2.3. Summary information on applications levels against offers made and planned enrolments made for the three College Academic Schools is given in the appendix to this report (Appendix 1). At the time of writing this report the College had received nearly 15,000 applications for just over 7,000 proposed, full-time enrolments.
- 2.4. Further and more detailed information is given by Academic Teams, across all centres.
- 2.5. At this stage the total number of offers issued stands at 4,854. This excludes data from Fraserburgh which is subject to an on-going data migration exercise between the SITS and Unit-E Student Records Systems. This is due to conclude shortly. An oral update on offers issued will be provided at the meeting.
- 2.6. Recruitment to the College's full-time provision is not yet complete, with final enrolment numbers to be confirmed by early October.

3. Recommendation

- 3.1. It is recommended that the Committee note the information provided in the paper.

Rob Wallen
Principal

Neil Cowie
Vice Principal - Organisational Services

**Student Applications for Full-time Programmes - Academic Year
2014/15 (As at 20th August 2014)**

	Planned Enrolments	Total Applications	Total Number of Offers
Academic Schools			
School of Creative Industries, Computing and Business Enterprise	2921	5858	2250
School of Engineering Science and Technology	1606	3159	843
School of Service Industries	2513	5835	1761
Total	7040	14852	4854

	Planned Enrolments	Total Applications	Total Number of Offers
Academic Teams			
School of Creative Industries, Computing and Business Enterprise			
TCA – Art, Design and Textiles (Aberdeen City)	211	422	195
TCB – Visual Communication and Photography (Aberdeen City)	290	508	292
TCC – Art, Design, Floristry and Tourism (Fraserburgh)	71	103	
TCD – Music, Drama and Media (Aberdeen City)	404	844	368
TCE – Core and Essential Skills and ESOL (Fraserburgh)	93	220	
TCG – ESOL –(Aberdeen City)	205	626	149
TCH – Business, Enterprise and Administration (Aberdeen City)	388	766	325
TCJ – Accounting and Law (Aberdeen City)	282	574	299
TCK – Tourism and Events (Aberdeen City)	378	753	294
TCL – Computing Applications (Aberdeen City)	170	234	134
TCM – Computing Networking (Aberdeen City)	233	463	194
TCN – Computing, Business, Administration and Accounting (Fraserburgh)	196	345	
Total	2921	5858	2250

	Planned Enrolments	Total Applications	Total Number of Offers
School of Engineering Science and Technology			
TAA – Electrical Engineering (Altens)	205	517	193
TAB – Energy, Oil & Gas and Renewables	155	*	*
TAC – Science (Aberdeen City)	280	632	240
TAD – Mechanical Engineering (Altens)	156	469	154
TAE – Maths and Mechanical Engineering Technicians (Altens)	140	399	148
TAF – Construction (Altens)	136	150	46
TAG – Automotive (Altens)	64	239	62
TAH – Electrical and Automotive Engineering and Construction (Fraserburgh)	231	297	
TAJ – Mechanical Engineering and Welding (Fraserburgh)	239	456	
Total	1606	3159	843

	Planned Enrolments	Total Applications	Total Number of Offers
School of Service Industries			
TDA – Childcare, Health and Social Care (Fraserburgh)	156	265	
TDB – Childcare (Aberdeen City)	198	534	156
TDC – Health and Social Care (Aberdeen City)	356	1118	315
TDD – Hair, Beauty and Complementary Therapies (Fraserburgh)	150	279	
TDE – Hairdressing (Aberdeen City)	151	352	155
TDF – Beauty and Complementary Therapies (Aberdeen City)	220	513	226
TDG – Hospitality (Aberdeen City)	112	288	117
TDH – Sport (Aberdeen City)	259	598	209
TDJ – Hospitality, Sport and Horticulture (Fraserburgh)	143	239	
TDK – Animal Care and Horticulture (Craibstone)	202	483	166
TDL – Social Sciences (Aberdeen City)	380	876	331
TDM – Social Sciences and Learning Opportunities (Fraserburgh)	94	155	
TDN – Learning Opportunities (Aberdeen City)	92	135	86
Total	2513	5835	1761

* Application and offer information for MAs and OPITO contract still to be confirmed as at 20 August, 2014

Developing Employability Skills through Curriculum Design

1. Introduction

- 1.1. The purpose of this paper is to provide the Committee with information on North East Scotland College's approaches to developing employability skills through curriculum design.
- 1.2. It is expected that, increasingly, colleges will be required to demonstrate to the Scottish Funding Council the extent to which students are being prepared for employment.
- 1.3. Future Regional Outcome Agreements will increasingly set targets for colleges in relation to the development of employability skills and the associated level of positive and sustained destinations of students.

2. Background

- 2.1. The College curriculum is designed to meet the needs of students, employers and the local and national economy, while being sufficiently flexible to respond to Government initiatives and priorities and to changing funding imperatives and regional aspirations.
- 2.2. By embedding core and essential skills into the curriculum and by promoting enterprise and entrepreneurship across all vocational areas, the College is developing the employability skills of students and contributing to the wider regional economy.
- 2.3. The College curriculum is designed to develop the potential of individuals so that they move on from College as successful learners, confident individuals, responsible citizens and effective contributors, in accordance with the principles of Curriculum for Excellence.
- 2.4. As an early adopter of the recommendations of the Wood Commission Report on "Developing Scotland's Young Workforce", North East Scotland College is demonstrating commitment to developing employability skills in all learners, including those who are still at school who aspire to vocational training and progression to work or further study.

3. Developing Employability Skills through Work Experience Placements

- 3.1. The College recognises that employers increasingly look for "job ready" employees, people who have had work experience or who have worked in a realistic work environment.
- 3.2. Details of how work placements are incorporated into specific vocational areas are contained in appendices 2-4.
- 3.3. In the Engineering area of the College all short full-time trainees are employed and all Modern Apprentices spend two days a week in the workplace. In addition, all OPITO and Shell students are in employment.
- 3.4. The College hosts Work Placement Providers' seminars for vocational areas and regular meetings take place throughout the year where student progress is monitored and further opportunities for vocational skills development are identified.
- 3.5. Employers participate in events across the College, such as the Diploma Show, Fashion Show, Hair and Beauty Show, Apprenticeship Days, Adult Learners' Week and many others. Further examples are contained in appendices 2-4.

4. Enterprise Activity and Client-designed Projects

- 4.1. From the start of 2014/15 the College will work in partnership with Enterprise North East Trust and "Bridge2Business" to offer an interactive, engaging programme of activities that will inspire, connect and support students into business. This initiative will enable students to engage with role models/mentors in business who will advise on approaches to setting up businesses or developing enterprise skills for the workplace.
- 4.2. A new Enterprise Hub Steering Group has been established to promote enterprise further across all Campuses and to provide a vehicle for disseminating good practice in learning and teaching approaches to enterprise across the curriculum. This Group is chaired by the Head of School for Creative Industries, Computing and Business Enterprise and membership includes the Manager of North East Enterprise Trust, a representative from each School and the Regional President of the Students' Association.
- 4.3. For those students for whom work placement is not an integral part of the programme, arrangements are in place to ensure they have every opportunity to develop employability skills and to participate in volunteering.
- 4.4. It is recognised however that in all areas, including those less directly connected to industry, such as Social Sciences, Communication, Drama and Music, essential skills are being developed, including research skills, working in teams and higher order thinking skills.
- 4.5. The College is currently in negotiation with Aberdeen City Council to provide short work experience opportunities for Social Science students.

5. Enterprise Initiative for 2014/15

- 5.1. The School of Creative Industries, Computing and Business Enterprise is proactive in a range of activities that help develop employability skills, enterprise and entrepreneurship and will pilot a new innovative approach to learning and teaching in two areas in 2014/15 – Business and Computing.
- 5.2. In the Business team, students undertake the SQA unit "Getting Started in Business" which is traditionally theory-based and promotes the different ways of setting up a business. In 2014/15 students will be given the task of setting up a real business with support from Enterprise North East Trust and Young Enterprise Scotland through their "Bridge2Business" partnership with North East Scotland College. This will be a pilot at National Certificate level 4/5 with 40 students.
- 5.3. In the Computing team, students have traditionally created logos and interactive web sites as part of their learning experience through case studies and project work which is mainly classroom-based. This will change this year.
- 5.4. In 2014/15 the Computing team will take an employer-led approach where students will be tasked with working with real clients and all assessment activity will be based on what is produced for clients. This will involve students working on their clients' requirements and specifications and designing and implementing the end product. This pilot will involve 30 students at level 5.
- 5.5. These innovative approaches will enhance the learning experience by putting students at the forefront of their own learning.

6. Developing Employability Skills through Volunteering

- 6.1. Increasingly employers, careers advisers and educational organisations, including schools, value the benefits of volunteering as a pathway to sustained employment.
- 6.2. Students across North East Scotland College have access to volunteering opportunities in order to increase their wider experience and to develop employability skills. Such initiatives include the following:
 - **BP Tutoring Scheme:** This initiative involves placing students in local primary and secondary schools to work with pupils under the supervision of teachers. The scheme is sponsored by BP and operates as a partnership of Robert Gordon University, The University of Aberdeen and North East Scotland College. All of the College students who participated in this training intended to apply for teacher training or Youth Work.
 - **The Charity Box:** The Charity Box is a highly successful retail outlet, staffed by student volunteers. This gives volunteers opportunities to gain valuable skills and experience in retail, marketing, cash handling, accounting, customer service, working with others, problem solving and a wide range of essential skills for work. The volunteers on this project all record their skills on their CVs.
 - **The Students' Association:** The Students' Association enables students to volunteer to become class representatives, lead sports and interest groups and to engage with other class representatives, thereby developing team-working, problem-solving and negotiating skills.
 - **Volunteer Aberdeen:** The College has good links with this organisation, which works with charities across Aberdeen to place volunteers in a variety of placements. The College's Student Advisers refer interested students to Volunteer Aberdeen who match volunteers to the experience that fits their skills and interests. 62 students seeking employment in the Care sector were referred to Volunteer Aberdeen in 2013/14.
 - **Direct Requests:** The College's Student Services Team manages offers from agencies to provide students with opportunities to volunteer. Links have been established with organisations including Children 1st, Instant Neighbour and a number of summer play schemes.
- 6.3. The annual Student Achievement and Community Citizenship Awards celebrate the outstanding achievements of students who have "gone the extra mile" to contribute to the local community, mainly through volunteering. Case studies highlighting recent winners are attached at appendix 1.

7. Examples of Curriculum Design to Support Employability

- 7.1. Each of the three Schools in the College designs its curriculum in ways that optimise opportunities for students to develop their employability skills within the context of specific vocational areas.
- 7.2. Details of the approaches taken by each School are contained in the appendices attached as follows:
 - Appendix 2: School of Creative Industries, Computing and Business Enterprise;
 - Appendix 3: School of Service Industries;
 - Appendix 4: School of Engineering, Science and Technology.

These appendices are very detailed but have been included to show the Committee the type of breadth of activities that are involved in promoting employability.

8. Recommendation

8.1. It is recommended that the Committee note the College's approaches to developing employability skills through curriculum design.

Rob Wallen
Principal

Sandra Walker
Vice Principal - Curriculum

**The Annual Student Achievement and Community Citizenship Awards 2014
Case Studies**

Student Achievement Awards 2014

In selecting our winners this year the panel of judges were looking for students who have performed at a consistently high level, are always on time and have good attendance.

Students, who have been particularly enthusiastic, keen to contribute in class or help those around them.

Students who are innovative in relation to coursework and homework, or who have perhaps overcome personal difficulties.

In other words, students who have been willing to go that 'extra mile'.

Our first group of students to be commended are from the Sector of Business, Creative Industries and Tourism.

Winning student from Business

Niamh O'Mahoney, NC Business SCQF Level 5

Niamh suffers from a medical condition which has made life at college somewhat of a challenge for her. Sometimes she has been late for class, or, when it is unavoidable, she has been absent. But despite this, Niamh has performed extremely well. Her assessments and quality of work are of a high standard and she meets all the deadlines. This is a far cry from when she was at school, where she admits, she allowed her condition to get the better of her.

Now at College she is very determined not to fall behind, which has given her the drive and motivation to work hard and catch up to the best of her ability. In class she contributes valuable information and ideas and in group work she leads the group, motivates and gives guidance to other members. She is very hard working and takes pride in all the work she produces. Niamh is also a carer for her younger sister.

Well done Niamh, a very worthy winner of our first award.

Winning student from Creative Industries and Tourism

Louise Fraser, HND Textiles (year 2)

Louise has shown outstanding achievement with determination and commitment while having to overcome serious health issues due to an accident towards the end of her first year of her HND.

Determined to at least complete her HNC, she used self study and excellent time management over the summer break to complete first year units. Having undertaken this work in her own time while recuperating she made the brave decision to continue with year two to get her HND.

She is attending an extra class to achieve a digital unit she could not do at home and is keeping up with deadlines of all new projects. She has 97% attendance showing that she

has an extremely positive attitude to being successful. She has a desire to progress to university where she hopes to continue her studies.

Louise, you have shown great dedication and we applaud you for your determination to succeed.

Winning student from Media, Music, Drama and Languages
Julie Ritchie, HND Creative Industries: TV (year 2)

Julie is a remarkable young woman. She is currently repeating year two having had to withdraw last session due to ill health.

Julie's love of film began when creating videos for her local Girls Brigade which she joined 20 years ago and where she still volunteers each week. She has since produced a variety of videos for parent evenings, Jubilee celebrations and anniversaries which led to her return to college to further her knowledge and develop new skills.

Julie is adamant that she will complete her HND, she is an excellent student who has shown great courage and determination and we are delighted that she is receiving this award today.

Winning student from Care
Christina Schizodimou, NC Early Education & Childcare SCQF Level 6

Christina consistently works to a high level, has good attendance and is always enthusiastic and conscientious about all her course work.

She is always willing to go that 'extra mile' and recently came in first equal in an early education and childcare 'Book Week Scotland' competition where she wrote a story for pre-school children linked to Scotland. Christina's efforts were particularly impressive due to the fact that English is not her first language. Christina is originally from Greece, and as well as having to adopt a new culture, is currently also learning two other languages!

Well done Christina for giving your best effort at all times and always maintaining a polite, enthusiastic nature.

Winning student from Hair, Beauty and Hospitality
Sharron Stroud, VRQ Level 2 Diploma in Hairdressing

Sharron always hands in work on time and takes great pride in her work. She is rarely absent and is always on time, ready and willing for class. She is completely committed to her course, which she thoroughly enjoys and has already applied for third year. Sharron is happy to stay late or put in extra time when asked and has made a product and style book for her course which she really enjoyed doing.

Sharron has been a single parent for over 20 years and was only diagnosed with dyslexia when she was 28. She says in her own words:

"I have been surprised at how supportive the college has been towards students with learning difficulties. I work very hard to promote a positive and professional attitude at college and I also work hard to produce work of a high standard. If I didn't have the support of all the tutors in the salon my confidence would still be at a very low level and I would not be able to get as much out of the course as I would have hoped for. I

appreciate the tutors and classmates support and their belief in me. I can't thank everyone enough."

Well Sharron, we certainly believe in you and we commend you for your courage and determination to succeed. Well done.

**Winning student from Social Sciences, Highers, Core Skills and Learning Opportunities
Daniel Phoenix, Qualification for Work**

Daniel came to College straight from the Schools Link course to the Qualification for Work and has proven to be a focused, hard working student who is a great team player and takes his work very seriously.

He completes tasks and targets to a very high standard and to his best ability. He is a motivated and extremely polite student with beautiful manners. Always willing to help others less able than himself, he is willing to go that extra mile and his attendance is excellent.

Danny has completed the communication level achieved by others in the Preparation for Work year and has simultaneously managed to keep up with the level 4 work as well. To do this, Danny has had to overcome his speech difficulties in order to read his assessments in front of class, which shows real courage and bravery.

He deserves recognition for all of his consistently hard work and his wonderful attitude to other learners, clients at the Quick Byte and staff. We are delighted to be able to present him with this award today.

Winning student from Computing and IT

David Sim, NC Digital Media Computing SCQF Level 5

David travels in from Banff for his college course and was a good average student until he found out that his media assessment allowed him to choose a personal topic. He chose a subject close to his heart – golf!

He planned to create a video of his two local golf clubs and to take photographs to show them at their best. His work improved and his enjoyment of the college course showed through in his other work. To say that David has gone from an average student to a "scratch player" is certainly no exaggeration.

If achieving qualifications was not enough, he was approached by the golf clubs to create a video that they hope to use to advertise the sport. The college was happy to allow him to borrow better equipment to use for this task as well as provide constructive feedback on edits.

David has certainly travelled a long distance, both educationally and literally – and we wish him every success for his future.

**Winning student from Sport, Science and Animal Care
Karrinne Brock, NC Applied Science SCQF level 6**

Karrinne is a mature student, a mother of three children aged 8, 16 and 17, who first came to the college to study Applied Sciences at level 5. She has now progressed to level 6 and continues to achieve at a consistently high level.

Seven years ago Karrinne was diagnosed with a disorder – the side effects of which made her anxious and agoraphobic. For five years, Karrinne was unable to leave the confines of her own home. She returned to college with a view to re-building her life.

With excellent attendance, commitment and achievement, Karrinne was doing really well, then earlier this session she started to lose sensation and mobility in her legs. Weeks of tests followed but Karrinne continued to attend classes and function to her usual high standard. Her condition has now been diagnosed and to help her, she is supported with her travelling by her sister who is studying HND Applied Science.

Karrinne's intention is to undertake the Highers programme at College next year followed by an HNC in Applied Science and ultimately progress to study physics at university. She has faced considerable difficulties but her positive spirit and commitment and continuing levels of achievement are a credit not only to herself, but to her young family, and we have every confidence that she will achieve her ultimate goal. Congratulations Karrinne!

**Winning student from Mechanical Engineering, Maths and CADD
Colin McClure, HND Mechanical Engineering**

As a student out of education for a long time, Colin found the College very helpful when he made the decision to come back and gain a qualification in mechanical engineering. Rather than go head first into the HND, the college advised him to start with the NC level as it would give him a good grounding and background knowledge. Colin soon saw this as a wise decision and hasn't looked back, progressing easily to HND level.

Colin treats his studies as a job and his commitment has made him a consistent performer in all aspects of his course work. Some time ago Colin and a group of friends began a study group who meet up every week to discuss any problems they may have with course work. Last year the group moved to the Duncan Rice Library at the University of Aberdeen because it has extended hours of opening! The extra study certainly paid off as Colin gained an A in his graded unit. He is now developing a maths test which could be used by the college for his second Graded Unit which he is very excited about!

In his spare time, Colin helps out at a local school to help children build and race in the Green Goblin Challenge at Alford Transport Museum. He sees it as a fantastic opportunity to transfer what he has learned at College to help the community.

Well Colin, your hard work and determination to succeed has inspired not only your fellow peers and lecturers but that of the judges and we are delighted to be presenting you with this award today. Well done.

**Winning student from Construction and Automotive Engineering
Alexander Aitken, Skills Development Scotland Way into Construction**

Alexander first came to college while at school on a school links course. A shy, quiet young man, he spoke to no one and found it difficult to engage with staff and students.

The following year Alexander applied for the SDS Construction course and was elected class rep. With the encouragement of his fellow students, his confidence grew and he is now a valued member of his class. His work has also seen a huge improvement. Alexander is now actively engaged with his studies and he has passed all his outcome and units to date.

Well done Alexander. You have truly shown real achievement – both on a personal level and academic and we wish you all the very best for your future.

Our final Student Achievement Award is from Business Solutions and Part Time Learning. Judges were so impressed by the standard of entries that they decided to award two students today. So, in alphabetical order, our first student to be awarded in this category is Nicholas Benzie, Project SEARCH.

Project SEARCH is a collaboration between the University of Aberdeen, Inspire (Partnership Through Life) charity and North East Scotland College, which is funded by the Scottish Consortium for Learning Disabilities (SCLD). The project seeks to provide preparation for employment to young people with disabilities through a mix of education and work experience placements.

Prior to coming to Project SEARCH, Nicholas – or Nick as he is known – had completed his HND in Computing at Banff & Buchan College but was unable to find employment. Instead he spent his time at home or volunteering at Cafe Connect in Fraserburgh.

He joined the project as he saw it as his best chance of securing employment and has shown remarkable commitment. Despite a return journey of 80 miles, Nick is always on time and has maintained high attendance – despite his 12 hour day! Nick's condition and health issues can cause issues, but he never complains and gets on with his work with real determination to be a valued team member.

Nick's first internship was in the 'PC Set Up' department at the University of Aberdeen where the staff were so impressed with his prior knowledge in creating databases and his keen eye for detail, they developed his initial role to one that met an actual need of their department.

One of Nick's main goals for Project SEARCH was to improve his social skills as this is something he struggles with. Throughout the programme, tutors, peers and work colleagues noticed a marked improvement as Nick has used various strategies to improve his eye contact, conversational skills and working with others. His second internship was a busy admin office which allowed Nick to further develop these skills.

Nick has become an integral part of the Project SEARCH class. Where he previously struggled to cope with the social interactions of the class, Nick has now got to know his peers, helps them with PC issues and has inspired respect.

Nick has been one of the biggest successes of the Project SEARCH programme and is an excellent example of an individual who has achieved his education goals, and is ready to proceed to the next stage of his life – paid, valued employment. Our most sincere congratulations Nick – well done.

Our next winning student in this category is Ewan Starrs – again from Project SEARCH.

Ewan is also from Fraserburgh and like Nick was working in Cafe Connect prior to coming to Project SEARCH. He also travels 80 miles a day - leaving the house early in the morning and not returning until early in the evening.

Ewan has a speech impediment and a physical disability which can make the journey into employment more difficult. He came to Project SEARCH to experience a range of jobs in order to see where his interests and skills lay.

His first internship was in the University's Maintenance department as a Trades Assistant. This involved maintenance duties round the campus, fault checking and even some computer work. He quickly became a well-known and well-liked part of the team and because he was able to interact with a wide range of university staff, he found that he could develop his communication skills where he would have previously been nervous to do so.

His laid-back attitude and ability to get on with pretty much anyone has been a major asset as he travels round the campus and into various departments. Ewan has now realised the importance of social contact and working alongside people and this has impacted on his decision about what he wants to do in the future.

In class Ewan is helpful, attentive and not afraid to ask for help. He has assisted technology at his disposal to aid communication but does not rely on it as he prefers to develop his communication and interpersonal skills.

Ewan has overcome barriers and successfully demonstrated the qualities required for an achievement award. Well done Ewan – you truly are a real STAR!

Student Citizenship Awards

We now come to the part of the ceremony when we award students who have made a significant contribution to the college community, who have participated in voluntary work, acted as carers to others, represented others as part of a community council or a member of a committee, or who have shown particular care and concerns for others while working towards their qualification.

Our first award comes from the School of Business, Creative Industries and Tourism.

Glen Ainslie, HND Acting & Performance

At only 17, Glen is a hard working and selfless student who is achieving well on his course as well as being involved in local community events and activities.

Glen works at St George's church in Tillydrone as a drama workshop assistant. This is where he met Rev. Jim Weir, the Chairman for the Tillyvision Charity in Aberdeen.

About 18 months ago Jim asked Glen if he would consider a life changing challenge by travelling to Uganda to volunteer as a charity worker for two weeks. In order to fund the trip, Glen organised a showcase at college with his fellow performing arts students in the basement studio theatre. The event was a success and along with a number of other fund raising events, Glen raised almost £600. His trip to Uganda was now guaranteed.

In Uganda the charity Tillyvision has connections with a school, a maternity hospital, a HIV/AIDS community and, just recently, a prison! Glen and his fellow charity workers spent a few days at the school with the children to see if they could improve the pupil's experience. The school meal was a maize based soup called 'posho' which was pretty awful and so the charity purchased and arranged a proper meal for the children and teachers in the school. They also presented the children with football strips and footballs and on the final day the charity shared out bags of donated clothing.

Glen also met with some students from Oxford who had developed a way of manufacturing bricks without cement. It was a cheap, effective way to build walls and

houses. They were employed by Tillyvision specifically to improve the standard of the school dormitories.

The hospital also received some much needed supplies including clean needles and milk for new born babies.

On his return to the UK Glen has continued to work for the charity on a volunteer basis raising funds for the 'young group project' in Tillydrone. So far the charity has organised coffee mornings, small fairs and a Christmas raffle. Glen and his friends also took part in the Nippy Dip on Boxing Day where they raised £160 for a two minute dip in the North Sea!

Glen – on behalf of the College I would like to thank you for being such an inspiration to your peers. I know that you also volunteer at A.C.T Aberdeen – formerly Aberdeen Arts Centre – where you inspire young people to express themselves through drama and this should also be congratulated. Well done Glen – you are a very worthy winner of this award.

Our next Community and Citizenship Award is from the School of Service Industries and Social Sciences – Kimberley Massie, Qualification for Work.

Kimberley has contributed to her local community in a number of ways. She is a keen volunteer helper in drama workshops for children at A.C.T. (formerly the Arts Centre in Aberdeen) and over the summer holidays, spent her weekdays there from 9-4pm.

She has been a member of the Saturday drama group called ACT 2 and participated in several productions since 2011.

Since December 2013, she has been Chair of the Youth Board at A.C.T – a demanding role, which includes liaising with representatives of the various groups and staff at the centre as well as creating agendas and running meetings.

And last but not least, she assisted at her village pantomime dealing with props and makeup last December in Culter.

Kimberley – you are a busy young woman! I don't know how you manage to fit everything in! Congratulations on your award today – it's very well deserved.

**Our next winner is from the school of Computing, Science and Sport
Aaron Jamieson, HND Coaching and Developing Sport**

Aaron has embraced his course as well as making a significant contribution to the college in his volunteering work.

Aaron applied for a post as an 'Active Schools' volunteer and has since coached with Active Schools in a range of different facilities to assist children in learning key movement and sports skills.

For Active Schools Aaron has designed a 'Playmaker Course' to help educate school children in basic movement through play. He delivers the course to nine schools in the Aberdeenshire area, with a specific focus on primary 6.

In addition Aaron coaches primary 1-3 basketball at his local club in Peterhead every Monday afternoon from 4-7pm. He is a very committed member of his year group, and is consistently volunteering through the college for different community events.

For example, Aaron is an ISA academy basketball referee level 1 coach, and lends his services at Grampian Basketball events. He has also volunteered through the college to help at Castle Fraser with a disability event. This involved Aaron and a team of his class members being present at Castle Fraser to engage in a wide range of activities in order to assist disabled people on the day.

Aaron, I am exhausted just reading this out! Your contribution to the community deserves this award today – many congratulations!

Our final award winner was nominated by the School of Engineering and Construction. Grant Esson, NC Manufacture & Mechanical Maintenance SCQF Level 5

This is Grant's second year of full time studies within engineering. He is a very active member of his group and has acted as class rep for two years. He is also the Students' Association representative for Altens Campus.

As well as attending college, Grant is the main carer for his mother and grandmother who rely on him daily.

Grant is doing very well at college and does not let his extra responsibilities interfere with his studies. Caring for those at home can be very demanding and so the college would like to recognise both this and the support he gives to his fellow students with this award today. Well done Grant.

Aberdeen Safer Community Trust Outstanding Safety Contribution Award
We now come to an award which was first introduced four years ago – the Aberdeen Safer Community Trust Outstanding Safety Contribution Award – or as we call it – the OSCA!

This year's winners are a group of HND Acting and Performance students who were invited to participate in an ABSAFE project earlier this year, which aimed to educate Aberdeen primary school children about anti-social behaviour, safety at home and injury prevention. The event, named Safe Team, is an exciting, creative and interactive way to teach pupils in how to assess risk, observe dangers and respond in a responsible way for their own safety as well as the safety of others in certain 'role play' situations.

The Acting students were pivotal to the project. They participated by playing parts to help enrich the understanding of the 'staged' dangerous situations for the primary school pupils. In these role play scenarios, which were performed over a period of two weeks, the HND students played a variety of characters including anti social people, vandals on buses, injured victims, project helpers and guides, all of which helped to create an interesting and believable event for the pupils. By making the scenarios as realistic as possible for the children, it helped clarify the importance of making the right decisions and taking the right action when faced with potentially life threatening and dangerous situations.

The HND students enjoyed the ABSAFE project so much that they continued discussions on their two week experience in their classes. They were impressed by the quick reactions and feedback they had witnessed from the school pupils – Especially how quickly the pupils had learnt the messages taught to them in the space of a day.

The class decided that they wanted to devise a theatre performance specially designed for secondary pupils where they could raise awareness of current and important messages to this audience.

After many discussions, including some very personal first hand experiences and accounts on the subject of bullying, the class decided that this would be a highly emotive subject which could be a helpful lesson for school pupils.

Using knowledge, working with the ABSAFE team, the class created a short play on the potential dangers school pupils face on a daily basis such as cyber-bullying, online gaming abuse, social media bullying etc, which they then toured to a local secondary school. The devised story had a clear message of what is and isn't acceptable behaviour and that pupils must seek help as soon as they need it. It was clear not only from the reaction of the audience during the performance, but also by the feedback sheets the pupils returned, that the pupils really enjoyed the performance and had clearly understood the messages throughout.

The HND students have certainly demonstrated that they have made a very important contribution to the education of local children in Aberdeen both at primary and secondary level and are worthy winners of this award.

Our final award today is the Amanda Mills Award.

This Award, which recognises outstanding achievement, is presented in memory of former Social Science student, Amanda Mills. Amanda's parents, Graham and Christian Mills, have supported this award for the last nine years and we are delighted to welcome them back here today to present this year's award to the winning student.

This year's winner is Tabatha Forbes, HND Social Sciences

Tabatha applied for the Introduction to Social Science course in 2011, wishing to return to education after a considerable gap. Having been a mother for some years, whilst holding down a number of jobs, Tabatha decided it was time to return to education to improve her qualifications. This was no easy decision for Tabatha as she was unsure of what to expect.

Tabatha commenced the Introduction to Social Science course and soon discovered a love of the social sciences. However, this first year returning to study was not altogether easy for Tabatha as she had a few personal hurdles to overcome. That said, Tabatha went on to successfully complete the course.

Staff persuaded Tabatha to apply to the next level - the social science 'Highers' course, and continue her studies. She did this and from the outset was 100% committed to her studies. Tabatha's approach and dedication to studying meant she was a role model for other students in her class and this, coupled along with a particular talent for social science subjects, allowed her to achieve both her Highers in Sociology and Psychology as well as successfully passing all other aspects of her course to a very high standard.

Now, studying at first year university level was clearly within Tabatha's capabilities, and she applied for the HND Social Science course.

Having begun the HND course this year, Tabatha has again illustrated an exceptional work ethic which clearly shows the level she has embraced and is fully engaged in her

course. Tabatha has performed very well this year so far and is now considering continuing her studies at university – a prospect she would never have considered before she began her studies at college.

Clear determination to overcome personal difficulties and a steadfast commitment to her studies and future has ensured Tabatha's success on this course to date. The social science team have noted on many occasions that Tabatha is indeed a pleasure to teach and is a great role model to other students not only in her class, but to all social science students.

I think we all agree that Tabatha is indeed a worthy reciprocate and we wish her all the very best for her future - whatever path she decides to follow. I now call upon Mr and Mrs Mills to present the award.

Developing Employability Skills through Curriculum Design

School of Creative Industries, Computing and Business Enterprise

Background

The School for Creative Industries, Computing and Business Enterprise delivers a range of Further Education [FE] and Higher Education [HE] programmes from S3 and S4 experiences through to the Non-Advanced and Higher National Certificate and Diploma [HNC/D] programmes in both Fraserburgh and City Campuses.

The School works closely with a range of key partners including Enterprise North East Trust [ENET], Young Enterprise Scotland [YES], Aberdeen and Grampian Chamber of Commerce [AGCC], both Robert Gordon University [RGU] and Aberdeen University, Aberdeen City Council through the Culture Network Committee, Visit Aberdeen, Aberdeen International Youth Festival and the City and Shire Tourism Partnerships. These links have helped the School to develop extensive and effective collaborations that support the curriculum in the development of employability skills as well as play a key role in aligning programmes to the local and regional economy.

Work Placement/Experience

The School recognises that many employers increasingly look for experience as well as academic achievement in students and formal work placement opportunities are well established across many teams with over 50% of students undertaking a formal work placement as part of their programme. For those areas with no work placement in their Programme of Study, arrangements are in place to ensure students still have the opportunity to enhance their skills through enterprise activity or client-designed projects.

- Many non-advanced students who are studying on the National Certificate Group Award [NCGA] in Administration benefit from work placement. This work placement unit will be extended in academic year 2014/15 to include Business programmes.
- Non-advanced students in Music develop employability skills by undertaking a formal unit "Organising a Music Making Event in the Community" throughout various venues in Aberdeen.
- In Computing 27% of students who undertook the Practical Higher Computing benefited from work placements at both Aberdeen City and Fraserburgh campuses. RM supported the faculty by giving five students the opportunity to enhance their employability skills while two Computing students in Fraserburgh gained work experience in-house.

Many of the advanced programmes include a Work Experience or Enterprise unit as part of the programme or the Graded Unit as part of developing employability skills. Students studying HND Events Management undertake a work experience unit in year 1 of their programme and for academic year 2014/15 the HND Advertising and PR Programme will also offer a work experience unit. The Graded Unit offered across all faculties allows students to seek their own work in and out of College.

The School is actively involved in encouraging students who do not have a formal work placement unit by offering alternatives.

In the **Faculty for Creative Arts** students will work on client-designed projects through working with external clients and taking the business through the full design process.

- HND Visual Communications have worked with Atlas Aberdeen through design projects. It should be noted Atlas Aberdeen currently employ 14 of the College's ex students and four students who took part in the Design Project this year have been offered job interviews.
- HNC 3D Animation students have worked with AVC Media Enterprises are a video production company in Aberdeen.
- NC Art and Design have worked with ChildLine Charity and met Esther Rantzen when she was in Aberdeen.
- The HN Textiles students worked with local textile designers Mannequin Design and Peapod Vintage to gain valuable experience of the textile industry and a Visual Communication student is given a work opportunity one day per week over the academic year in the College's Publicity and Marketing Department.

In the **Faculty of Business Management, Events and Tourism** the Event Management students organised a full programme of events throughout the academic year which was publicised throughout the College and was a great success.

- Event Management students together with Travel and Tourism students assisted with the organisation of a conference by Aberdeen Tourism Partnership.
- Through the SPICE initiative Advertising and Public Relations students organised a number of events for community based organisations and charity and made good use of the facilities offered by Castle Fraser.
- All Business and Administration students undertake an "Event Organisational Unit" which encourages enterprise and, in most cases, fundraising for charity. The faculty raised a total of £17,573.02 for charity in academic year 2013/14. The charities which benefited included Fairy Box, Mercy Ships, Macmillan Cancer Care, Cancer Research UK, CLAN, Archie Foundation and Cash for Kids.

In the **Faculty for Computing**

- Most Technical Support students will take up full time employment on completion of their programme such is the demand in industry. These students are also "work ready" by the time they complete their course as they gain real life work experience running the Student Help Zone located in Dino's Cafe.
- A number of students volunteered for Silver Surfers, a charity to support older people who wish to learn new technology.

Employer Engagement

The School actively supports the learning and progression of learners through activities including work experience, workplace visits, career talks, CV workshops, mock interviews and enterprise.

The **Faculty of Business Management, Events and Tourism** engages with over 100 employers throughout the academic year including work experience providers. There are over 50 employers who work closely with Business and Administration, 20 employers with Accounting and over 50 in Tourism and Events. The following employers have asked the School to help fill vacancies at the end of academic year 2013/14.

Deloitte Aberdeen	Crown Office Fiscal Service	Well-Centric Oilfield	Printagraph
Johnston Carmichael	Nor-sea Foods Ltd	Aberlour Family Service	London Offshore [Aberdeen]
Hiretech Ltd	Aberdeen Airport	Eastern Airways	Aberdeen Hotels Association
Matchpoint Events	Northlink Ferries	Thomas Cook	TUI Travel Agents
Munro Business Travel	ATP Business Travel	Aberdein Considine	

The **Faculty of Creative Arts** has worked closely with 10 local employers connected to Art, Design and Textiles and with 25 employers connected to Visual Communication, 3D Animation and Photography. These employers visit College to present to students, task students with real life projects/scenarios and support their progress from the design process to their individual presentations. This helps to increase engagement and attainment together with improved transitions from education to work.

Peapod Vintage	Smart Consultants	John Lewis	AVC
Aberdeen Art Gallery	CandyBelle Vintiques	Hampton Associates	Fifth Ring
Aberdeen Arts Centre	The Big Picture	Design Paradox	EQ Design

The **Faculty of Computing** has very good links with a number of local employers and the Wood Group currently have three of our students who were successful in securing employment. Balmoral Aberdeen has supported the faculty for a number of years now and all their existing computing staff are ex-students. Two students were recruited to Balmoral this year.

- A workshop event aimed at City & Guilds level 2 and 3 students was held in Aberdeen by BT Open Reach. The event included a hands-on workshop where students had to build a network and BT staff were on hand to discuss career opportunities.
- Total Oil Marine visited the college to present to HN students on the essential skills required in their IT Support Services area and the employment opportunities that exist.
- Police Scotland Cybercrime North visit the faculty to give an overview of the work carried out by the Cybercrime Unit and the job opportunities available to students.
- Through the Graded Unit 1 and Graded Unit 2 students secure real life clients to support them at different stages of the academic year.

Wood Group	Total Oil Marine	BT Open Reach	Balmoral
Evolve training	Mintra	Diamond Off-Shore	Talisman Energy
Coltec Engineering	RM City Campus	SCORE Fraserburgh	PDI

The **Faculty of Music, Drama, Media and Essential Skills** engage with a number of employers and community partnerships and students gain live experiences in Sound Production, Performance and Events Management. Students are encouraged to seek opportunities with local companies and venues throughout the academic year.

Belmont Cinema	Lemon Tree	Sunset and Vine	SCHMU
Original 106	Cafe Drummonds	The Tunnels	APA
National Theatre	Creative Loop	Aberdeen Arts Centre	North Sound

Developing Employability

The School has a full programme that helps to capture additional ways in the development of employability skills across the curriculum through links with employers, visits to workplaces, project briefs and many local employers visit all faculties across the School.

- Students on the HND Administration and Information Technology programme completed the SQA unit – Getting Started in Business – for the first time this year. The unit promotes the idea of setting up a business and linking to the entrepreneurial skills taught in year 3 of the BA Management Degree programme at RGU. Feedback was positive and will extend in academic year 2014/15 with support from Young Enterprise Scotland.
- Students on the HND Legal Services programme participated in an ESF funded trip to Strasbourg in September 2013.
- Many non-advanced students complete a unit on Developing Skills for Employment which links to Enterprise activity or Work Experience.
- Employment related talks take place on areas such as Copyright, CV writing, interview techniques and Mock interviews.
- HND Visual Communication and Photography students had the opportunity to visit London as part of their course, Art students visited Shetland to learn about traditional textile techniques as well as exhibit their work at The Coffee House and Rosies Social Enterprise.
- The annual and well established Creative Industries End of Year Show allowed students to demonstrate the excellent work they had produced. Feedback from this was very positive with the Lord Provost of Aberdeen asking if the College can support an event in December.
- The Student Help Zone has been a success and was identified by Education Scotland as sector leading. The Help Zone gives students confidence in their own abilities which extends their learning beyond the classroom and helps to improve work-related skills.
- Students on the Advertising and PR programme receive excellent grounding in a wide range of skills such as writing press releases and arranging PR campaigns and all aspects of writing for the media such as featured articles.

Speakers from a selection of organisations below have given up their time to speak to students.

Maritime Museum	Business Gateway	ENET	Castle Fraser
Art Gallery Exhibitions	Shetland Wool	Satrosphere	London Photography
STV	Scottish Drama	Event Scotland	ACCA
Belmont Cinema	Elite Promotions	HITS	The Big Beach Ball
Paradox	BT		

Developing Employability Skills through Curriculum Design

School of Service Industries

Background

The School for Service Industries delivers a range of Further Education [FE] and Higher Education [HE] programmes from S3 and S4 experiences through to the Non-Advanced and Higher National Certificate and Diploma [HNC/D] programmes in both Fraserburgh and City Campuses.

The School works closely with a range of key partners including Aberdeen and Grampian Chamber of Commerce [AGCC], both Robert Gordon University [RGU] and Aberdeen University and Aberdeen City and Aberdeenshire Local Authorities. These, and other links have helped the school to develop extensive and effective collaborations that support the curriculum in the development of employability skills as well as play a key role in aligning programmes to the local and regional economy.

1. Formal Work Placement

In Service Industries a total of 26% of non-advanced and 38% of advanced programmes include formal, assessed work placement as a mandatory part of their programme, totalling over 5,130 hours per year.

FACULTY OF CARE

The following courses in the Care faculty have work placement as a mandatory part of the programme.

Advanced (53%):

- HNC Early Education and Childcare
- HNC Care and Administrative Practice
- HNC Social Care.

Non-advanced (100%):

- NC Early Education and Childcare
- NPA Playwork and Childcare
- PDA Education Support Assistance
- NC Health and Social Care (nursing route) level 6
- NC Health and Social Care (Social Care Route)
- NC Child, Health & Social Care: Childcare Options
- NC Child, Health & Social Care: H&S Care Options.

FACULTY OF HAIR, BEAUTY & COMPLEMENTARY THERAPIES

The following courses in the Hair, Beauty & Complementary Therapies faculty have work placement as a mandatory part of the programme (33% non-advanced):

- SVQ Beauty Therapy Level 2
- SVQ Hairdressing Level 2
- SVQ Beauty Therapy Level 3
- SVQ Hairdressing Level 3.

FACULTY OF HOSPITALITY, SPORT & ANIMAL CARE

The following courses in the Hospitality, Sport and Animal Care faculty have work placement as a mandatory part of the programme (40% advanced):

- HND Fitness, Health & Exercise
- HND Animal Care.

FACULTY OF SOCIAL SCIENCE & LEARNING OPPORTUNITIES

The following courses in the Social Science and Learning Opportunities faculty have work placement as a mandatory part of the programme (18% non-advanced):

- Towards Employment
- Qualifications for Work.

2. Volunteering and Other Opportunities to Develop Employability Skills

FACULTY OF CARE

The Childcare team introduced the SQA Volunteering Skills Group Award to the Introduction to Childcare students to provide opportunities to develop essential skills and gain a valuable Group Award. The aim was that the three units would promote team working and citizenship which, in turn, would positively impact on retention and attainment. Furthermore, these students enter without formal qualifications and are historically under-represented in volunteering.

Last year's project was linked to the College's Castle Fraser initiative. A group of nursery children were invited to the Castle on 28 May to take part in a 'fun day' where the students planned a nature walk, storytelling and games/activities for the children. The class also undertook a sponsored silence and a fundraising Easter Fair to pay for the event.

The Care team set staff and students a target to achieve 1,000 hours of volunteering across team during 2013/14, a target which was well exceeded. A volunteering notice board was created in the corridor where volunteering opportunities across organisations are promoted, and in addition, opportunities were posted on Blackboard. Students were encouraged to record their volunteering, and sign up for Saltire Awards. Visiting speakers are invited into classes to recruit volunteers and highlight the range of opportunities available in our area. These include charities, community organisations and student/staff volunteers sharing experiences.

Students are further recognised by being nominated for College and wider Awards, e.g. Aberdeen College Childcare Volunteer of the Year / SQA Star Award. Nearly all students reported in their folios that they had gained increased confidence through volunteering and helped them develop transferrable skills for life, learning and work.

The Care team and the Social Science team are partnering in 2014/15 with a view to progressing the volunteering in 2014/15 by hosting a joint event in Dino's for Block 1, week 12 to bring together volunteering and enterprise by inviting teams from across the College to contribute to a stall.

A further idea is to work with the Northsound's Cash for Kids charity which would result in students being recognised on some radio for their volunteering efforts. Cash for Kids are always looking for helpers at a variety of events and this may help them to get volunteers and in return get some mentions on the radio. This would not preclude the students working alongside other charities and we have planned visiting speakers from a range of local organisations.

Staff between the two teams have 'volunteered' to man the phone on Northsound's Cash for Kids day which will be in April/May 2015 and hopefully this would positively promote how the College is supporting volunteering for staff as well as students.

FACULTY OF HAIR, BEAUTY & COMPLEMENTARY THERAPIES

Beauty & Complementary Therapies (Aberdeen City)

To assist students to gain employment, employability skills are embedded in the curriculum. In 2014/15, a commercial salon experience will be introduced as part of the course. There are also a number of opportunities for all levels of students to participate in charitable work.

Engagement with employers is increasing and an Employers Open Evening/Day is planned for 2014/15 where employers will be invited to observe the students working and provide a networking opportunity for staff and students. Employment opportunities are advertised through course BlackBoard areas.

The realistic salon environment for our students to work in has helped to develop their employability skills and enable them to become confident learners.

Hairdressing (Aberdeen City)

None of the students are required to have a formal work placement as part of their course, however they are encouraged to seek part-time employment or volunteering opportunities to gain work experience. In 2013/14:

- 19% of the Level 2 students completed work placement
- 60% of the Level 3 students completed work placement.

In addition the undernoted provide examples of work experience:

- Angels Salon Stylist delivered demonstrations for the Level 3 students on up to date commercial trends
- Wella training delivered as an enhancement session for up to date industry techniques and product information for Level 3 students
- Steiner visit provided information on the career paths available and the recruitment process and requirements for those interested in this as a career
- Students were guided to the careers and employment area on Student net to source type of employment available through the advisor in College
- Some students volunteered to attend careers events at secondary schools to demonstrate their skills and provided first hand information about their programmes to some of the pupils
- Some students volunteered to do the styling at 'The Art's Centre Aberdeen, for the cast of 'The Pirates of Penzance' by Aberdeen University students. Level 3 students also helped out at a performance at His Majesty's Theatre
- The students participated in photographic sessions with Photographic/Beauty students
- Visits arranged to hairdressing suppliers/wholesale companies.

The team engaged with employers during 2013/14 as follows:

- 11 employers involved with the MA students on the day release programme
- A further 14 employers involved with work placements for full-time learners
- 4 employers self funding students on the day release programmes.

Benefits to the students:

- Day release classes allow students to learn and earn at the same time
- They develop strategies to learn how to manage their time while learning and working
- Students develop a full understanding of the industry and the nature of specific tasks whilst on placement
- Employers emphasize the requirements of essential skills to work in the industry
- Essential Health and Safety knowledge will be gained through study of legislations relevant to the Hairdressing industry.

Hair, Beauty & Complementary Therapies (Fraserburgh)

Pure Spa employers came in to provide a talk on employment to the beauty therapy students.

Participation in the North East Scotland competition enabled students to link with local employers. Both work based students and the full time students have the opportunity to liaise with the employers during the event. Participation in competitions develops effective employability skills, demonstrating extra commitment to their personal development. Students participate in the Bridal Buchan Bash every year where they create the hair and beauty for the models; the event is held on a Sunday therefore demonstrating extra commitment from the learners.

Level 2 hairdressing students complete a trade test to assess their practical skills prior to progressing to level 3. All students complete My World of Work where they develop employability skills, CV building, interview skills etc. Volunteering is encouraged across all programmes in the curriculum.

FACULTY OF HOSPITALITY, SPORT & ANIMAL CARE

Hospitality

Employability skills and opportunities to work in industry are accessible for hospitality students. The vast majority of students enrolled on the hospitality courses are working part-time in the industry – hotels, bars, restaurants, cafés.

Level 1 students complete units for front of house to help appreciate that side of catering as well as providing them with a qualification that will allow them to be quickly employed within the industry – helping to ensure industry links throughout their time in College.

As part of their course students of all levels have time in the food production kitchen which supplies the restaurant – as well as working in the training kitchens and bakery upstairs. The students provide a service for many catering events within the College – both to prepare food and serve. They are able to apply skills and consider different types of service.

Students are taken to external catering and hospitality events – such as the Glasgow Chefs conference, Taste of Grampian, Grampian Chef of the year etc so they can meet those working in industry and see what is new in the world of professional Cookery. They visit Peterhead to look at fish and consider sustainability of produce. Visits to different types of kitchens are planned and delivered within the course to ensure students have the knowledge of how broad the range of opportunities open to them are.

Guest speakers are also invited in regularly to the College where demonstrations are usually part of the visit. Topics covered here can range from butchery to sugar weaving, chocolate making, baking, fish and many more.

Competitions play a big part within professional Cookery and the team encourage these. Often prizes are opportunities for students to work in kitchens with renowned chefs. Students have been to Gleneagles, The Marcliffe; Hilton; The Glasshouse Edinburgh and many more over the years and will continue to benefit from the great industry links established by the Hospitality team.

Sport

Activities that contribute to developing the students for work readiness operate in various ways on different course levels within Sport.

Collaborative Efforts with RGU and Sport Aberdeen

The Sport team work collaboratively with staff of RGU Sports Science team to provide and engage with sport and fitness events/schools in and around Aberdeen. This collaborative effort works alongside the sport and fitness events calendar that is created by Sport Aberdeen, the local branch of Sport Scotland. Other collaborative partners include Active

Schools and Sports Development Officers. Many of the smaller activities throughout the academic year will feed into a major culminating event toward the end of the academic year: the Aberdeen Youth Games – a new annual event for primary school children to get involved in various sports in a one day extravaganza at Aberdeen Sports Village.

From a course perspective, students from different levels will be involved to varying degrees with the feeder events and the Youth Games at the end of the academic year. Involvement is as follows:

Introductory Level – Volunteering and assisting with feeder activities and the Youth Games. These students can assist in externally organised events, but can also work alongside the HN students in the events they plan and organise.

HND1 – Coaching and assisting in feeder events and Youth Games/school placements over 5 weeks (which can be incorporated into the feeder events).

HND2 – Organising possible feeder events/possible involvement in Youth Games committee.

All of these events take place externally in real working environments and provide students with first hand experience of industry-based work.

Scottish Football Association Coaching Internships

This is an outstanding industry opportunity for students who have demonstrated positive attributes in their 1st year of the HND Coaching & Developing Sport to gain invaluable experience and networking possibilities that will inevitably prepare them for, and open doors to, bigger and better work opportunities in the future.

PureGym Instructor Internships

Collaborative efforts have also taken place between the Sport team and management from PureGym, Aberdeen, regarding Personal Training internships for 2nd year HND Fitness, Health & Exercise students. The plan is for students to begin these internships in the next academic year where they will shadow Personal Trainers for 15 weeks and have the opportunity to work with clients in a real gym environment. A major condition attached to this agreement is for all internship students to have an interview for permanent work following their placement, provided there are no glaring deficiencies in performance.

The Fitness and Warehouse Gym have also expressed interest in providing similar internships and this opportunity will be explored further in the near future.

Course-based Contributions

Alongside these collaborative efforts, there are a number of course units which provide much of the groundwork for students to gain the necessary skills and knowledge to prepare them for the world-of-work they aspire to be employed in. Examples are detailed below:

Introduction to Sport, Leisure & Fitness

Embedded within the programme of study are several “Skills for Work” and other units which contribute to student readiness for work. These units explore work-related issues from various facets of the sport & leisure industry, but these would also be implicated in other industries. While we hope that students will progress through to the next academic level, these units develop some of the skills and knowledge that would be useful in “world-of-work”, as per the guidelines in the Wood Report, if the student exits on course completion:

Introduction to Sport, Leisure & Fitness	
Unit/s	How it enhances work readiness in our students
Sport and Recreation: Sporting Events: Volunteering Experience & Assist with Activity Session	Engages the students in 20 hours of volunteering with sport & fitness-related activities out in the community, where they could be helping with a sports day, a race, a fitness event etc.

HND Coaching & Developing Sports (1st Year)	
Unit/s	How it enhances work readiness in our students
Many of the course units are practical based and involve the student in coaching children at ASV, fitness testing student-generated clients, seeking placement opportunities at schools (1 st year) or with sport clubs (2 nd year) and organising events in schools, across the College or at other local facilities	
Work Experience	Involves students in accumulating 30hrs of work placement experience with clubs or sport-related venues. Students have to make contact with the provider, generate objectives and carry out duties working with the provider while amassing a portfolio of evidence.
Assist in a Sport or Fitness Related Event (one hour a week linked with Work Experience)	Requires students to assist in real sport-related events in the community.
Coaching and Developing Sport: Graded Unit	Taking on a coach who has been successful in this unit will provide the club with a coach of whom is highly organised, can produce quality research on relevant coaching topics and can interpret primary and secondary findings to substantiate their conclusions.

HND Fitness, Health & Exercise

The majority of units in this course contribute significantly to preparing the student for work in the fitness industry. The course also includes the Professional Development Award (PDA), designed specifically to prepare the student for work as a Personal Trainer (PT) in the fitness industry. Successful candidates are eligible for Level 3 Register for Exercise Professionals in PT – a much sought after qualification within the fitness industry.

Animal Care

All Animal care students have vocational practice within their course. This comprises of 3 sessions a week for Introductory level – where a number of units are achieved through practice rather than theory. There are 2 sessions each week for National Certificate where the majority of units are only achieved through practical observation as well as theory content. 1 session a week with opportunities for volunteering on days off are also offered to the HNDs.

Students of all levels also volunteer at a range of charitable sanctuaries and organisations such as PDSA, Halfpenny Farm, New Arc; SSPCA; Doonies etc.

On a part time basis students work in Pets at Home, Dobbies Garden Centre.

In addition to above there are specific employability units offered at Introductory level – where they complete the Skills for Work: Rural Skills (Int.1) as part of their programme. Introductory groups also have regular visits to Doonies stables and complete estate

maintenance units around Craibstone estate. Industry reps come to do mock interviews for students as part of the skills for work.

NC students visit a range of industry types –

- Wildlife sanctuaries through rangers for the “Investigating Animal Wildlife” unit
- Banff Marine Aquarium for the “Ornamental Fish” unit.

HND Students have three visits each year to a range of industry types as part of their “Animal Collections” unit. They also visit farms to look at both low intensity and high intensity farming as part of their welfare unit. “Compassion in world farming” visit the College each year to talk to the groups, as do SSPCA.

HND Students have as part of their Graded Unit project to investigate a potential business venture linked to the Animal Care Industry. They have a detailed talk and visit to the Hydrotherapy centre as part of this. They also, as part of their facility management unit, have to look at a kennels and cattery investigating operational and business planning. Have an annual visit to the Guide Dogs for the Blind.

FACULTY OF SOCIAL SCIENCE & LEARNING OPPORTUNITIES

Social Sciences

There are currently no advanced or non-advanced programmes in Social Sciences that have a formal work placement as part of their course. However, the Social Sciences HND Year 2 programme will have a Work Experience Unit introduced in 2014/15 and negotiations are ongoing with Aberdeen Works / Aberdeen City Council on possible work placements for these students.

The NC Social Science Level 6 has the SQA Volunteering Award embedded into the programme.

The NC Social Sciences Level 5 has the NPA Enterprise and Employability embedded into the programme.

Developing Employability Skills through Curriculum Design

School of Engineering, Science and Technology

Context of Developing Employability in Engineering, Science and Technology

The North East of Scotland is an affluent area where the main industries are related to oil and gas. As such, full-time engineering and technology students who complete their studies are highly sought after by regional and national (even international) employers. For example, as a result of the Employers' Recruitment Week in April 2014, 59 students studying the HNC/D Engineering, the NC SCQF level 6 Engineering and Performing Engineering Operations were offered employment.

Feedback from students who completed their course in July 2014 indicates that all those wishing to gain employment in the oil, gas and energy sector were successful.

The School has highly effective links with local and national employers. For example, many students attended a wide range of events sponsored by employers last year, including:

- 178 Electrical, Electronic at Aberdeen Altens Campus and 227 at Fraserburgh Campus
- 464 Mechanical at Aberdeen Altens Campus and 560 at Fraserburgh Campus
- 104 Construction at Aberdeen Altens Campus and 90 at Fraserburgh Campus
- 155 OPITO students who are allocated an employer on joining UOGITTS programme
- 12 Science at Aberdeen City Campus.

Number of Students who have a Formal Work Placement

For short full-time and block release, all trainees are in employment outwith their College time and are gaining work experience in that way. In addition, 25% of Altens activity is Modern Apprenticeship (MA) based which includes two days workplace experience.

The same work placement arrangements apply to OPITO groups at Altens, and the Shell group at Fraserburgh.

The arrangements for those who do not have a formal/assessed work placement to provide them with work experience or volunteering opportunities or access to work place are as follows:

- Encouraged through Guidance Tutors, all SDS groups have an SQA employability unit incorporated into the programme.
- Vacancy Opportunities Board on Student Net, puts students in contact with employers.
- Due to the volume of vacancies being handled, a Mechanical Engineering Vacancy Bulletin was piloted on BlackBoard this year, targeting appropriate students.
- Shell/BP Tutor Scheme is promoted by Guidance Tutors as is the imprESs Employability Skills Award pilot introduced this year.

Engagement with Employers

The College has weekly contact with CITB (brickwork, carpentry and joinery), SNIPEF (plumbing), SPADAC (painting and decorating) and OPITO regarding progress etc. Dingbro (motor vehicle) meet with Grampian Motor Training and SMTA and staff monthly to plan CPD as well as trainee events in the evening/weekend to enhance skills.

Faculty Managers and Guidance Tutors are in regular contact with employers through the Vacancy Bulletin on BlackBoard.

MA Motor Vehicle and Construction groups meet employers weekly.

The Annual Employer Links Week this year was attended by 18 employers.

Visits by Workplace Assessors are a key driver in promoting vacancies as is staff connections (these are very strong on all practical programmes at Altens).

The Seven Trades Guilds visit 6 monthly and coordinate in-house competitions.

Other Ways of Developing Employability Skills

For non-advanced students the following are included in timetabled Guidance slots: Skills Reviews; goal setting; careers advice from Guidance Tutors; CV writing; job interview technique; My World of Work; visits from employers in Motor Vehicle; Annual Construction Trades Event; and Employability Units on all SDS programmes.

Advanced students are able to access one to one support on a drop-in and appointment basis.

Modern Apprenticeships – 2014/15 Recruitment

1. Introduction

1.1. The purpose of this paper is to provide an update on recruitment to Modern Apprenticeship (MA) programmes for academic year 2014/15.

2. Background

2.1. The College works in partnership with employers to deliver modern apprenticeship training. This partnership follows three basic routes:

Route 1 – we tender for places via Skills Development Scotland (SDS) and once we have been awarded places we recruit and use SDS funding to cover the training costs.

Route 2 – we deliver training on behalf of a third party training organisation such as ECITB or OPITO. The organisation has the SDS funding and an agreed number of places and the training organisation then sub-contract with the College.

Route 3 – employers pay the College to deliver an MA for their employees.

3. Update on Recruitment

Route 1

3.1. In December 2013 the College tendered for a number of MA places. In total, across the new College, we asked for 279 places and were offered 164.

3.2. Places are allocated on the basis of national and regional priorities and past performance (recruitment, time taken to attain and percentage attainment).

3.3. It is possible to vire numbers within SDS groups.

3.4. Where numbers are lower than requested we can ask for additional places in year but only if we have the evidence of need, i.e. employers with new starts that need MA places.

The 164 places are virtually filled (see table below) an oral update will be given at the meeting.

MA Group	MA Framework	MA L2	MA L3	Total	Applications
Group A	Active Leisure, Learning and Wellbeing	2	4	6	0
Group A	Hairdressing and Barbering	19	2	21	22
Group B	Automotive	2	21	23	9
Group B	Maritime Occupations	4		4	0
Group C	Engineering		110	110	126
	Total	27	137	164	157

3.5. The College will not recruit any trainees in active leisure, learning and wellbeing, this is because an initiative with Sport Aberdeen will not materialise. These places will be vired to hairdressing.

3.6. In total for Route 1 we have about 650 trainees across years 1-4 of the MA scheme.

Route 2 (via a third party training organisation)

3.7. We anticipate that we will start approximately:

- 81 OPITO trainees;
- 30 Construction Industry Training Board (CITB) trainees;
- 12 Scottish and Northern Ireland Plumbing Employers' Federation (SNIPEF) trainees.

Route 3 (employer bookings)

3.8. An oral update will be provided at the meeting.

4. General Observations

4.1. The development of MAs is a key component of Scotland's Youth Employment Strategy.

4.2. The Commission for Developing Scotland's Young Workforce (Wood Commission) has highlighted the potential for school/college pre apprenticeship programmes and higher level apprenticeships.

4.3. The restructure of the College's Business and Community Development team has increased the resource previously allocated to this area of work which should enable the College to improve performance especially in relation to speed of attainment and percentage attainment.

5. Recommendation

5.1. It is recommended that the Committee note the information provided in this paper.

Rob Wallen
Principal

Paul Sherrington
Depute Principal

The North East Scotland College Curriculum

1. Introduction

- 1.1. The purpose of this report is to provide information to the Committee on key curriculum developments for 2014/15 and to provide information on progress with the 2015/16 Curriculum.
- 1.2. The College is committed to providing an effective and dynamic curriculum which promotes access to education and training across all its campuses.

2. Background

- 2.1. In the context of planning the level of student activity for 2014/15 to reach the SFC funded target, the College continues to offer a balanced and varied curriculum which delivers the aspirations of the Regional Outcome Agreement.
- 2.2. Although 2014/15 was planned separately by the two former Colleges, Aberdeen and Banff & Buchan, activity has been planned to provide maximum choice, including the place of learning, for potential students.
- 2.3. The focus is on a skills-based curriculum that leads directly to employment or, through the College's Degree Links with university partners, onto pathways to employment.
- 2.4. Increasingly, curriculum planning is focused on the development of skills for employment and skills for life and work.

3. The Full-Time Curriculum 2014/15.

- 3.1. For 2014/15 North East Scotland College is planning to enrol 7,040 full-time students across all vocational areas.
- 3.2. The total number of enrolments will be similar to the number enrolled jointly by the two former Colleges in 2013/14.
- 3.3. Efficiency gains will be achieved in 2014/15 through robust approaches to recruitment, viability of class sizes and modes of delivery.
- 3.4. As in previous years there are minor shifts in demand across the curriculum. The areas of highest demand are: Engineering, Health and Social Care, Accounting, Law and Business, Social Sciences, Animal Care, Science and Tourism and Events.
- 3.5. There has been a decline in demand this year for courses in Computing, Visual Communication and Hairdressing.
- 3.6. In line with the requirements of the Regional Outcome Agreement the College curriculum is flexible and changes in activity such as those noted above are well managed and responsive to the economic needs of the region.

4. New Provision for 2014/15

- 4.1. During the process of merger integration and shifting staffing structures, the College curriculum continues to be refreshed and updated. The Schools will deliver the following new courses this year:
 - PDA in Education Support Assistance Level 6 (full and part-time);
 - PDA in Childhood Practice (part-time);
 - VRQ Diploma in Complementary Therapy Level 3 (full-time);
 - Diploma in Veterinary Nursing Level 3;
 - Higher Physics (part-time).
- 4.2. New part-time courses planned to be delivered by the Business and Community Development Team:

SFC funded courses

- The Scottish Maritime Academy, (subject to Merchant Navy Training Board approval), will be introducing a new Merchant Navy Cadet programme starting early 2015. The core programme will be SFC funded, although it will be supported by a series of short courses which will be cost+.
- Under the new Tribal (distance learning) contract three new part time courses are being offered:
 - * Certificate in Common Health Conditions
 - * Award in Exercise Study
 - * Certificate in the Principles of Customer Service.

In addition, the following are under development and should be available within the current year:

- * Award in Alcohol Misuse Awareness
- * SVQ Level 3 Social and Healthcare (Adults)

COST+ courses

- The portfolio of cookery courses is being increased to include 'Gluten-free Menus'.
- Russian language courses will be offered as a result of identified demand via the College's 'register an interest' facility.
- Within the distance learning programme a new suite of 'healthy bodies, healthy minds' courses will be offered, including: Alcohol Awareness, Mental Health Awareness; Stress Awareness; Certificate in Nutrition and Health; Substance Misuse Awareness.

5. Positioning the College Curriculum for the Future

- 5.1. North East Scotland College and its regional partners recognise the opportunities offered through partnership working to develop essential and vocational skills for the local economy. Key partners are addressing this agenda in many ways, including through the Regional Wood Commission Steering Group.
- 5.2. The College works closely with both Local Authorities and with Robert Gordon University and The University of Aberdeen to secure seamless progression to Degree Link courses.
- 5.3. The College works closely with AGCC, SCDI and a wide range of employer partners to position the curriculum to meet future skills needs.

6. Progress with Establishing the first North East Scotland College Curriculum 2015/16

- 6.1. The Prospectus for 2015/16 was available for the first UCAS recruitment event held on 15 September this year.
- 6.2. Applications for recruitment to North East Scotland College in 2015/16 open to prospective students on 27 October 2014.
- 6.3. The 2015/16 Prospectus will be distributed in hard copy format at the meeting of the Committee.

7. Recommendation

- 7.1. It is recommended that the Committee note the information provided in this paper.

Rob Wallen
Principal

Sandra Walker
Vice Principal - Curriculum

Learner Progression – First Destinations and Progression Pathways 2013/14

1 Introduction

- 1.1 The purpose of this paper is to provide the Committee with information on the progression pathways of the College's learners and their first destinations. The most recent data available are for 2012/13.

2 Background

- 2.1 North East Scotland College (NESC) is committed to working with universities, schools and employers to secure seamless transition for learners from school to College and on to university study or to employment.
- 2.2 In accordance with the principles of Curriculum for Excellence the College aims to provide all learners with the essential skills for learning, life and work to enhance their opportunities to gain employment or progression to further study.
- 2.3 A previous Education Scotland (ES) Aspect Task on Essential Skills highlighted that the former Aberdeen College had developed sector leading and innovative practice in relation to the College's Essential Skills Strategy. Accordingly, this Strategy has now been formerly adopted by NESC.
- 2.4 The College curriculum is designed to develop the potential of individuals so that they move on from College as successful learners, confident individuals, responsible citizens and effective contributors.
- 2.5 NESC continues to work to deliver regional coherence in relation to progression pathways and skills for employment and is, following the merger of the former Aberdeen and Banff & Buchan Colleges, seeking to develop even more meaningful progression opportunities for students into further education, higher education, work experience and meaningful employment.

3 Progression from NESC: First Destination Statistics

- 3.1 The 2011-12 data (Table 1) are based on returns from 966 of the 1,165 former Aberdeen College students contacted, all of whom had completed Higher Diplomas or Higher National Certificates.
- 3.2 The data confirm that while 56% progressed to further study, 25% of those leaving College with an HNC or HND progressed to employment. This may reflect the buoyant Aberdeen economy and may also be indicative of the value of vocational qualifications.

Table 1 - Academic Year 2011/12 Aberdeen	Number	%
Progressed to Further Study	536	56%
Progressed to Employment	238	25%
Seeking Employment	157	15%
Unknown	35	4%
Total	966	100%

- 3.3 Of the students sampled, 81% had secured positive meaningful destinations and a further 15% were seeking employment at the time of the survey, which was carried out between May and October 2012.
- 3.4 The 2012/13 data (Table 2) are based on returns from 3,404 of the 3,456 former Aberdeen College students contacted, all of whom had completed Higher National Diplomas, Higher National Certificates or non-advanced courses:

Table 2 - Academic Year 2012/13 Aberdeen	Number	%
Progressed to Further Study	2,240	66%
Progressed to Employment	435	13%
Seeking Employment	548	16%
Unknown	181	5%
Total	3,404	100%

- 3.5 The data confirm that while 66% progressed to further study, 13% of those leaving College progressed to employment.
- 3.6 Of the students sampled, 79% had secured positive meaningful destinations and a further 16% were seeking employment at the time of the survey, which was carried out between May and October 2013.
- 3.7 The 2011/12 data (Table 3) are based on returns from 36 of the 114 former Banff & Buchan College students contacted, all of whom had completed Higher Diplomas or Higher National Certificates:

Table 3 - Academic Year 2011-12 Fraserburgh	Number	%
Progressed to Further Study	17	47%
Progressed to Employment	19	53%
Seeking Employment	0	0%
Total	36	100

- 3.8 The following data relate to the former Banff & Buchan College. The sample sizes are significantly smaller due to the relatively low levels of HNC/HND provision. The data confirm that of those who responded 47% progressed to further study and that 53% of those leaving College with an HNC or HND progressed to employment.
- 3.9 All respondents secured positive meaningful destinations. None of those sampled were seeking employment at the time of the survey.

- 3.10 The 2011/12 data (Table 4) are based on returns from 64 of the 105 former Banff & Buchan College students contacted, all of whom had completed Higher Diplomas or Higher National Certificates:

Table 4 - Academic Year 2012/13 Fraserburgh	Number	%
Progressed to Further Study	47	73%
Progressed to Employment	16	25%
Seeking Employment	1	2%
Total	64	100

- 3.11 The data confirm that 73% progressed to further study. A further 25% of those leaving College with an HNC or HND progressed to employment.
- 3.12 Of the students who were contacted, 98% had secured positive meaningful destinations. Only one respondent sampled was seeking employment at the time of the survey.

4 Progression to University Degree Link Programmes

- 4.1 In 2013/14, 642 students who started their course at the former Aberdeen College have articulated to university compared with 600 in 2012/13 and 596 in 2011/12.
- 4.2 By far the greatest number of students progress each year to Robert Gordon University through the well-established Degree Links with RGU. Last year, 421 students who started their course at the former Aberdeen College progressed to RGU compared with 336 the year before.
- 4.3 Further details of the number of students progressing to those universities for whom data have been provided are contained in Appendix 1.
- 4.4 Due to the significantly smaller HN provision at the former Banff & Buchan College the articulation rates to partner universities has tended to be considerably less than those experienced in Aberdeen.
- 4.5 Articulation data show (Appendix 2) that between 2011/12 and 2012/13 a total of 24 students articulated to higher education, mainly to RGU.
- 4.6 In 2014/15 students having undertaken one of the 36 NESC HNCs and HNDs have now articulated to 326 Degrees across 11 universities.
- 4.7 Details of the number of articulation routes available at each partner university are contained in Appendix 3.

5 NESC – Internal Progression Opportunities

- 5.1 Work continues on fully harmonising the curriculum offer across all NESC centres for the 2015/16. The considerable work already undertaken pre- and post-merger by curriculum staff continues to afford students within the College to progress to courses offered at various NESC centres.
- 5.2 Within NESC, progression opportunities for students, across a range of curriculum areas, are available between one campus and another. Such progression links also increase students learning opportunities and choices. These are usually available from a non-advanced course to advanced or from HNC to Year 2 of the associated HND.

6 Recommendation

6.1 It is recommended that the Committee notes the current status of the learner progression pathways and the first destinations of students leaving NESC College.

Rob Wallen
Principal

Neil Cowie
Vice Principal - Organisational Services

Former Aberdeen College Student Progression to University 2011/13

No of Abcol Students holding an HND entering Year 3 of a Degree Programme	No of Abcol Students holding an HND entering Year 2 of a Degree Programme	No of Abcol Students holding an HND entering Year 1 of a Degree Programme	No of Abcol Students holding an HNC entering Year 2 of a Degree Programme	No of Abcol Students holding an HNC entering Year 1 of a Degree Programme	TOTALS	UNIVERSITY													
13/14	12/13	11/12	13/14	12/13	11/12	13/14	12/13	11/12											
26	16	18	24	17	26	17	24	17	69	Aberdeen									
6	2	6	1	4	1	4	9	5	13	18	Abertay								
0	0	0	1	4	2	1	3	2	1	5	7	Dundee							
5	2	2	0	0	2	0	1	0	11	4	2	GCU							
2	2	0	3	3	0	2	0	1	10	11	3	Heriot-Watt							
9	-	-	2	-	1	-	3	-	16	14	23	Napier**							
-	-	-	-	-	-	-	-	-	90	81	84	OU							
260	205	200	21	7	12	39	22	24	47	34	45	54	60	45	421	336	360	RGU*	
0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	SAC/SRUC
2	1	5	1	0	1	1	4	0	6	10	0	2	6	7	12	21	14	14	UHI
7	7	8	0	-	-	0	-	-	1	-	-	-	-	-	8	7	8	8	UWS
303	245	238	47	42	33	77	55	40	56	49	53	69	105	82	642	600	596	596	TOTALS

* Included in the data supplied by RGU are 4 students with HND gaining access to year 4 in 2011/12. These figures are included in the year 3 of a degree programme.

** Edinburgh Napier University did not provide a breakdown of the student progressions for 2011/12 and 2012/13.

The numbers of students who progressed with advanced standing ie HND to Year 3 and/or HNC to Year 2 are:

2013/14	2012/13	2011/12
359	294	291

17 June 2014

Former Banff & Buchan College Student Progression to University 2011/13

Fraserburgh-Based Students Progressing to:	2011/12	2012/13
Robert Gordon University	9	9
The University of Aberdeen		1
Heriot Watt	1	
UHI	2	
University of Dundee		1
University of Stirling		1
Total	12	12

NESSC Articulation & Progression Links 2014/15

Courses with Formal Articulation	RGU	Aberdeen	SRUC	Abertay	Dundee	Edinburgh Napier	Heriot-Watt	Glasgow Caledonian	University Highlands & Islands	University West of Scotland	Open University	TOTALS
School of Creative Industries, Computing & Business Management												
TOTAL NO OF DEGREES	19	9	3	16	23	10	5	3	17	21	24	150
School of Engineering Science & Technology												
TOTAL NO OF DEGREES	9	29	4	5	18	9	8	1	3		7	93
School of Service Industries												
TOTAL NO OF DEGREES	5	8	4	26	5	1	2		6	6	20	83
North East Scotland College												
TOTAL NO OF DEGREES	33	46	11	47	46	20	15	4	26	27	51	326

Students' Association

1. Introduction

1.1. The purpose of this paper is to provide the Committee with information about the Students' Association.

2. Papers from Students' Association

2.1. Attached as appendix 1 is an update on the work of the Students' Association.

3. Recommendation

3.1. It is recommended that the Committee note the information provided by the Students' Association.

Rob Wallen
Principal

Students' Association Update

As a region the main focus has been developing strategies for the upcoming year. The main focus of the last month has been working with both Area Presidents to build a stronger Students' Association. We have created a plan for work for the first quarter. (see below) As a Team we have been working on the Fresher Event. It was agreed that each of us would arrange a three day event at one of the main Campuses: David Rennie at Aberdeen Altens, Sophie Brooks at Fraserburgh and Kara Gravells at Aberdeen City.

North Area Report

North Campus has been planning the first ever Fresher's Fair to happen at the Campus with stalls to be provided by My World of Work, Enterprise Scotland, NESCU, Active Aberdeenshire, Duke of Edinburgh, SCARF, Princes Trust, NHS Sexual Health and Drugs and Alcohol team along with other charities and organisations over the course of three days. North Campus has also been working with external agencies to provide services for students within the College to promote positive health such as the NHS Smoking Cessation Team and other agencies such as Business Gateway to discuss training and funding options for students wishing to become self-employed after studying at college. North Area has also been preparing surveys to send to the students regarding any clubs and societies or events they would be keen to see happening in the North Area to promote and increase student engagement in the College.

South Area Report

In the South area, the Association has been focusing on the on organising the Freshers events taking place in Aberdeen City Campus and Altens Campus from 9th until 12th September. This year on City Campus, each day will hold an aspect of student life for possibly doing voluntary work while studying, taking care of health and wellbeing to what you can do around the city as a student. Also, we have been building up the relationship between the university student unions and the colleges association. We recently held a meeting with the presidents from both institutes in the cities to go over some of the ideas we had for working together. Within South area, we also have been going over the student card system and have been working close with Susan Betty and Neil Cowie to change it. We have also been looking into getting more student discounts.

Strategic Aim: Representation for All

Specific Tasks	Worked Required	Person/s Responsible	Support Required	Timescale	Progress
Class Rep Structure	Promote and elect class reps across NESCol	Kara and Sophie for respective areas. Susan Dubois will create registration form	Email Guidance Tutors the Class Rep Registration form. Guidance staff assist in ensuring reps are elected and email Sophie/ Kara with the completed registration form	All reps elected and names given to S.A. by 26 th September	
	Create a presentation with info about becoming a class rep and ensure it is available to students to see.	Kara to email Sophie		11-08-14	
	Ensure class reps receive appropriate training	David Rennie to book sessions through SPAQRS	Staff support to display on plasma screens, blackboard and Guidance staff to use with tutor groups	Sessions booked by 30-08-14 to take place between 29 th Sept and 10 th October	
Student Representative Council	Create and maintain a Class Rep Spread sheet to record who reps are, contact details, who has attended	Sophie and Kara for respective areas	SPARQS deliver sessions	On-going	

Promote and Elect Executive Officers	training. This will identify levels of engagement across the college				
	Plan a date for first rep council meeting. Alternate dates across the college to allow Regional President to attend	Sophie and Kara for respective areas in consultation with David			Identify date for first meeting by 31-08-14
	Promote meetings to maximise student participation	Sophie and Kara	Staff support to promote on blackboard	First meeting by 08-09-14. Other meetings once decided by SRC	
	Create a set agenda for SRC	SRC	Susan Dubois will support this	23-08-14	
	Create information for students about Officer opportunities and responsibilities	David, Sophie and Kara	S.A. Manager, Guidance tutors to support this	1 st – 28th September	
	Create an election Schedule-modify existing Presidential election pack	Susan Dubois	Staff support to set up election on blackboard	13-08-14	
	Run cross campus elections via blackboard for Area Execs	S.A. Manager	S.A. Manager	1 st , 2 nd , 3 rd October	

	Hold a team building day with both executive officers once elected. Share strategic Plan Correlate dates for Area Executive Meetings and Regional Executive Meetings	David, Kara and Sophie		03-10-14	
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Strategic Aim: Sustainable Future

Specific Tasks	Work Required	Persons Responsible	Support Required	Timescale	Progress
Set out expectations of officers/S.A. Manager	Set up a meeting between Sabbatical Officers, S.A. Manager and Head of Student Services to discuss roles and expectations	David Rennie	Susan Dubois pass on relevant documents to Susan Betty	As soon as S.A. Manager appointment is made	
Finance/ Staff	Set up Trustee Board. Recruit two externals, two non- executive students and one staff representative nominated by the College	S.A. Manager/ REC	Jordon, Jamie, S.A. Manager	by 10 th October	
	Change name of Charity on bank account.	David Rennie	Draft Accounts for session	A.S.A.P	

	<p>Remove/add signatories. Change pin on debit card. Complete handover with Jordon and Jamie</p>		<p>2013-14 from Jamie McKendrick</p>		
<p>Constitution</p>	<p>Produce a finance budget to present to LT&SS Committee taking into account guidance from the Principal and Board</p>	<p>REC</p>		<p>A.S.A.P before budget proposal is submitted to the LT&SS Committee</p>	
<p>Operational Documents</p>	<p>Meet with the Principal to discuss S.A. paying two Accounting Students to work 4 hours a week to provide admin support with finances and whether the College can provide specialist financial support.</p>	<p>David (Sophie and/or Kara)</p>			
	<p>If approved, promote and recruit admin positions. HNC or relative experience</p>	<p>REC</p>	<p>S.A. Manager, H.R.</p>	<p>In post by 29th September</p>	
	<p>Complete schedules</p>	<p>REC</p>	<p>S.A. Manager</p>	<p>On-going</p>	

	Complete pro forma for annual leave, Remote working, Additional time off requests	Susan Dubois		13-08-14	
	Create a guide to claiming expenses	REC	S.A. Manager	A.S.A.P	

Strategic Aim: Many Campuses, One College

Specific Tasks	Worked Required	Person/s Responsible	Support Required	Timescale	Progress
Communication	Develop a Communication Strategy initially focusing on how the sabbatical officers will work together. Then continue to outline a strategy for wider communication with the student body and the college	REC	S.A. Manager	Initial work by 22-08-14.	
	Social Media to be developed- Facebook page and groups to be created regionally. These will be used for class rep collaboration, clubs and societies and bringing	REC, Communication Officers		01-09-14	

	<p>together the S.A. as a whole. Students will be able aware of cross college S.A. activities and can participate in activities at any centre desired if appropriate</p> <p>Create a plan of S.A. activities/events across the whole college and promote to students</p>	<p>REC</p>	<p>Marketing to promote on Plasmas, staff support to promote on Blackboard</p>	<p>On –going but A.S.A.P after executive officers are elected</p>	
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Student Activity 2013/14

1 Introduction

- 1.1 The purpose of this report is to provide the Committee with information on the outturn level of student activity for academic year 2013/14 (AY 2013/14).

2 Background

- 2.1 For the purpose of securing funding from the Scottish Funding Council (SFC) College activity is measured in weighted student units of measurement (wSUMS), which provide a method of aggregating student activity on different types of course and different modes of attendance in such a way that the duration of each programme and its resource demands are approximately reflected in the aggregated totals.

3 Academic Year 2013/14

- 3.1 The Outcome Agreement established with the SFC in 2013/14 sets North East Scotland College's (NESC) target for student activity at 177,946 wSUMS. An additional 2,000 wSUMS was offered by the SFC to, and accepted by, Banff & Buchan College in July 2013. Therefore the combined student activity target for 2013/14 was 179,947.
- 3.2 Data on the level of student activity is required to be "cleansed" at the end of each academic year to ensure that the measured activity claimed by the College is absolutely accurate in terms of the complex rules governing funded activity. Hence, for SFC audit purposes some activity is not fundable, and it is not always clear until the end of the academic year what is "fundable". This process occurs during the "final count" of student activity during which every student hour of attendance is included in the total.
- 3.3 If the College was to fall short of the final target of 179,947 the SFC could require part of grant-in-aid for the year to be repaid.
- 3.4 The table below shows that the outturn level of student activity for AY 2013/14 is 179,131 wSUMS (140,397 from the former Aberdeen College and 38,734 from the former Banff & Buchan College):

	Target	Actual	Surplus/Shortfall
Regional	179,947	179,131	-816

This is some 0.4% below the target set by SFC. This outturn figure is subject to audit and has yet to be confirmed by the SFC.

- 3.5 The Scottish Funding Council has confirmed that although there is a shortfall of 0.4% against the target set, no funds will be "clawed back".
- 3.6 Further analysis is being undertaken currently to establish why an anticipated projected surplus of wSUMS did not materialise. The outcome of this exercise will enable further improvements to be made to future projections of activity. However, the added complexity of operating two separate systems and working to integrate them and other changes happening during the year led to a more complicated situation than is normally the case.
- 3.7 This year the College will be submitting two returns to the SFC based on the information contained in the two legacy MIS systems (Unit-E and SITS) of the former Aberdeen and Banff & Buchan Colleges. For AY 2014/15 the data relating to student activity will be input to, and derived from, Unit-E only. It appears that the Unit-E system calculates activity slightly differently from SITS, and this will have to be allowed for when activity targets are being set.

4 External Audit

4.1 As in previous years, an external audit is undertaken of the College's systems and processes used to produce the student activity data that are submitted to the SFC. The final report by the external auditor, which is awaited at the time of writing this report, shall be presented to the Audit Committee for consideration.

5 Recommendation

5.1 It is recommended that the Committee note the contents of this paper.

Rob Wallen
Principal

Neil Cowie
Vice Principal - Organisational Services

Key Quality Performance Indicators

1. Introduction

1.1. The purpose of this report is to provide the Committee with information on key performance indicators relating to the Quality function. The historic data relate to activity undertaken in the former Aberdeen College. Data for 2013/14 has been combined for the Regional College (Complaints since November 2013).

2. Lesson Observation

2.1. In the period 01 August 2013 to 31 July 2014 lesson observations were carried out for 85 lecturers and 13 instructors. These included 10 monitoring observations. Typically observations have been annual.

2.2. Staff who are consistently rated as "Very Good" are exempt from lesson observation the following year. In 2013-14, 71 lecturers and 5 instructors have been exempted. In addition, a new category of "monitoring" has been introduced for those staff who have consistently been rated "very good" and have been exempted for at least 2 observation cycles. A total of 10 staff have been moved to "monitor" status this year.

2.3. Observations have been carried out for 47 Protocol visiting lecturers, 15 by a Protocol observer and 32 by the College internal observer.

2.4. The following tables show the position (in Aberdeen campuses) for the period 01 August 2013 to 31 July 2014 with comparisons with previous full years:

Lecturers

Ratings	2009/10	2010/11	2011/12	2012/13	2013/14
Very Good	55% (82)	56%(76)	67% (74)	66%(48)	61% (52)
Good	42% (63)	43% (58)	33% (36)	33% (24)	38% (32)
Fair	3% (4)	1% (1)	0%	1% (1)	1% (1)
Unsatisfactory	0%	0%	0%	0%	0%

Instructors

Ratings	2009/10	2010/11	2011/12	2012/13	2013/14
Very Good	68% (15)	46% (11)	47% (7)	63% (5)	62%(8)
Good	32% (7)	54% (13)	53% (8)	38% (3)	38%(5)
Fair	0%	0%	0%	0%	0%
Unsatisfactory	0%	0%	0%	0%	0%

Monitoring Observations (also included in above totals)

Ratings	2012/13	2013/14
Very Good	100% (7)	89% (9)
Good	0%	11% (1)
Fair	0%	0%
Unsatisfactory	0%	0%

Protocol National Lecturers

Ratings	2010/11	2011/12	2012/13	2013/14
Acceptable	100% (31)	100% (32)	100% (42)	96% (45)
Action Required	0%	0%	0%	4% (2)

Exemptions

	2010/11	2011/12	2012/13	2013/14
Lecturers	67	77	67	71
Instructors	13	10	6	5
Total	80	87	73	76

- 2.5. Observations at the Fraserburgh Campus were undertaken by Sector Managers on a 3 year cycle. These were not graded. A total of 18 lesson observations were carried out on teaching staff prior to the curriculum team restructure.
- 2.6. A review of lesson observation practice is underway and a common system of observation will be implemented for 2014/15.

3. External Verification Visits

- 3.1. External verification is carried out by all awarding bodies. It is an important quality assurance function, the purpose of which is to ensure the integrity of College assessment decisions and internal moderation (internal mechanism for checking integrity of assessments).
- 3.2. If an external verifier is not satisfied with the internal assessment and moderation in a college, he or she can recommend that the awarding body places a “hold” on certification. This means that until the college implements improvement actions it cannot certificate the students on the relevant unit.

Two temporary holds on certification were placed in 2013/14. One was placed as a result of a disagreement over marking in at a central verification event and was resolved following a remark of scripts. The other was placed in October 2013 and was lifted following reorganisation of work-based assessment visits in May 2014.

- 3.3. The following table shows the number of external verification visits carried out in the period 01 August 2013 to 31 July 2014:

Awarding Body	Number of Verification Checks	Number of Holds
SQA	43(AC) +21 (BBCFE)	11
EDI	1	0
City and Guilds	9 (AC) + 2(BBCFE)	12
NCFE	4	0
CIPD	2	0
VTCT	3	0
College Development Network	2	0
BCS	0	0
BIIAB	0	0
IIQ	2	0
Total	89	2 (2%)

3.4 From 2014/15, North East Scotland College will be a single SQA centre and will have to have verification between Campuses.

4. Benchmarking Information – External Verification

4.1. SQA produces data on the number of holds on certification which are placed in colleges in Scotland each year expressed as a percentage of the number of verification activities undertaken. The information is shown in the following table:

Academic Year	2009/10	2010/11	2011/12
No. of SQA EV Visits – Aberdeen College	31	41	43
No. of SQA EV Visits – in Scotland (Colleges)	1,004	1,065	1,074
No. of SQA Holds – Aberdeen College	0 (0%)	1 (2.4%)	1 (2.3%)
No. of SQA Holds – in Scotland (Colleges)	36 (3.6%)	41 (3.8%)	35 (3.3%)

5. Student Engagement

- 5.1. College managers and Quality Assurance and Improvement staff regularly meet students to discuss their learning experience with a view to identifying improvements.
- 5.2. Student discussion groups provide an opportunity for managers to meet groups of students in open agenda meetings to discuss their learning experience. Student focus groups are run by Quality Assurance and Improvement staff and concentrate on identified topics.
- 5.3. Peer-led reviews are held in the Fraserburgh Campus to allow members of the Students' Association and an associated staff member to explore quality issues with other students.
- 5.4. The programme of student focus groups in 2013-14 has covered the following topics:
 - Course quality;
 - Timetabling;
 - Use of technologies;
 - Implementation of the BYOD initiative.

5.5. 56 student focus groups were held in the period 01 August 2013 to 31 July 2014.

5.6. 16 peer-led reviews were held in the period 01 August 2013 to 31 July 2014.

6. Complaints

6.1. The College monitors all complaints. These are investigated internally and responses provided by appropriate departmental heads.

6.2. The College received 120 complaints in the period 01 August 2013 to 31 July 2014. From November 2013, complaints relating to the former Banff & Buchan College have been collated along with the previous Aberdeen figures. The following table gives details of the complaints with comparisons for the previous four years:

	Category of Complaint	2009/10	2010/11	2011/12	2012/13	2013/14
CP1	Timetabling arrangements/ course cancellations/change of lecturer	7	10	4	1	6
CP2	Delivery of Courses	18	15	18	12	33
CP3	Standards of equipment or accommodation	3	3	0	2	5
CP4	Information provided about, or communication relating to courses	16	6	5	1	4
CP5	Course content	1	1	1	4	6
CP6	Assessment and/or certification arrangements or outcomes	9	3	2	5	9
CP7	Booking/enrolment administration by sectors	3	4	5	8	7
CP8	Arrangements relating to interviews/appointments	1	0	1	1	6
CP9	Behaviour of student within the College	5	1	1	2	12
CP10	Libraries/Information Technology Centre (Open Learning incorporated in Flexible Learning from 09-10)	1	3	0	8	0
CP11	Discrimination – protected characteristics	1	0	2	0	3
CP12	Regional Course provision					6
SS1	Equipment/rooms	1	3	0	3	0
SS2	Provision of general college information	1	1	0	2	0
SS3	Financial matters – invoices/ refunds/payments	5	1	0	1	2
SS4	Bursary administration	7	3	0	1	0
SS5	Health and Safety Issues	1	1	0	3	1
SS7	Services for Disabled	0	0	0	0	0
SS8	Guidance/Student Support	11	2	2	2	2
COS1	Catering	14	1	2	1	4
COS2	Security	2	1	0	1	1
COS3	Awards Ceremony	0	0	0	0	0
COS4	Transport	0	0	0	0	0
COS5	Janitorial provision	0	1	0	0	1
COS6	Facilities	2	8	6	5	3
COS7	Cleaning Services	1	0	1	1	0
COS8	Delivery by Contracted Staff	0	0	0	0	0
COS10	IT Services	1	0	3	8	7
COS11	Car Parking	0	1	0	0	2
	Total	115	69	53	72	120

7. Compliments and Thanks

7.1. The College receives many expressions of thanks from students, employers and visitors.

7.2. The following table gives details of those received in the period 01 August 2013 to 31 July 2014 compared with previous full years:

	Category	2010/11	2011/12	2012/13	2013/14
CP1	Timetabling arrangements/course cancellations/change of lecturer	0	0	0	0
CP2	Delivery of Courses	17	9	6	7
CP3	Standards of equipment or accommodation	0	1	0	0
CP4	Information provided about, or communication relating to courses	0	1	1	0
CP5	Course content	0	0	1	1
CP6	Assessment and/or certification arrangements or outcomes	1	1	0	0
CP7	Booking/enrolment administration by sectors	0	0	0	1
CP8	Arrangements relating to interviews/ appointments	0	0	0	0
CP9	Behaviour of student within the College	0	0	0	1
CP10	Libraries/Information Technology Centre	0	0	1	2
CP11	Discrimination - Sex/race/disability/religion or belief/sexual orientation/age	0	0	0	0
SS1	Equipment/rooms – non course related	0	0	0	0
SS2	Provision of general college information	0	0	0	1
SS3	Financial matters – invoices/refunds/payments	0	0	0	0
SS4	Bursary administration	0	0	0	0
SS5	Health and Safety Issues	0	0	0	0
SS6	College Events	5	3	0	10
SS8	Guidance/Student Support	4	8	3	6
COS1	Catering	0	0	0	0
COS2	Security	0	0	0	0
COS4	Transport	0	0	0	0
COS5	Janitorial provision	0	0	0	0
COS6	Facilities and cleaning services	0	0	0	0
COS10	IT Services	0	0	0	0
COS11	Car Parking	0	0	0	0
	Student -provided services	5	3	4	0
	Totals	32	26	16	29

8. Recommendation

8.1. It is recommended that the Committee note the content of this report.

Rob Wallen
Principal

Neil Cowie
Vice Principal - Organisational Services

Student Support Funds

1. Introduction

- 1.1 The purpose of this report is to provide the Committee with information on amounts allocated for various support funds and comparative spend of AY2013-14 and AY2012-13.

2. Background

- 2.1 Funds allocated directly to the College:

The College receives a range of student support funds mainly from the Scottish Further and Higher Education Funding Council (SFC) but also from the Student Awards Agency for Scotland (SAAS). These funds can be grouped as follows:

- bursary funds to support eligible Further Education (FE) students;
- discretionary funds to support eligible FE and Higher Education (HE) students;
- childcare funds to support eligible FE and HE students, now incorporating the Lone Parent Childcare Grant.

- 2.2 Funds controlled centrally by SFC (as opposed to being allocated directly) but administered by the College on their behalf:

- Educational Maintenance Allowance (EMA) programme.

3. Bursary Funds – general rules

- 3.1 Both the student and their course of study must be deemed eligible before they can be considered for an award.
- 3.2 The amount of any award shall be determined by the college and would normally cover the student's maintenance costs, travelling expenses and study costs (within the limits set in national policy).
- 3.3 The Bursary Fund is cash limited, students who are eligible for support are not automatically entitled to this support.
- 3.4 Spend on study costs must not exceed 15 per cent of the college's initial bursary allocation for AY 2013/14.
- 3.5 Bursary awards should only be made available automatically for attendance above 90 per cent of planned classroom hours.
- 3.6 Colleges may use their bursary funds to meet some or all of an eligible student's travelling expenses where they are eligible for inclusion in a travel allowance by securing a transportation agreement with a local transport provider.
- 3.7 College's may spend Bursary Funds on childcare.
- 3.8 Where SFC have given permission, shortfalls in Bursary allocations can be offset by using FE / HE Childcare Funds or FE Discretionary Funds.

4. Discretionary and Childcare Funds – general rules

4.1 The range of discretionary and childcare funds is as follows

- A. Further Education Discretionary Fund (FEDF) (SFC) – for eligible non-advanced level students to be used primarily for emergency use to cover general living expenses (but not for fees) where there is a risk to the student's continuation on their course.
- B. Further Education and Higher Education Childcare Fund (FE / HE CCF) (SFC) which will have two elements as follows:
 - i) The Lone Parents Childcare Grant (LPCG) element which will be an entitlement payment of up to £1,215 per year to all eligible further and higher education students who are lone parents and who have formal registered childcare expenses while studying. The LPCG is not income assessed.
 - ii) The Discretionary Childcare Funds which all students may apply to for financial help with formal registered childcare expenses. Payments from the Discretionary Childcare funds will be made at the discretion of the institutions and based on an assessment of need.
- C. Higher Education Discretionary Fund (HEDF) (SAAS) – for all eligible advanced level students to be used for general living expenses but not for fees (may be used for registered/formal childcare costs).

5. Educational Maintenance Allowance (EMA) Programme

- 5.1 EMAs form a part of the Scottish Government's agenda of encouraging access to, and participation in, post-16 learning by young people from low-income families.
- 5.2 They are intended to encourage learners to stay on in post-compulsory education i.e. after they are legally eligible to leave.
- 5.3 Recipients will normally be aged between 16 and 19 years (inclusive).
- 5.4 EMA funds do not form part of the grant-in-aid to SFC, but are claimed in arrears based on recorded activity in the sector.
- 5.5 Eligibility for £30 per week will be for those in households of income of up to £20,351 and income of up to £22,403 for households with more than one dependent child.
- 5.6 Payment is dependent on 100 per cent weekly attendance and progress towards agreed learning targets. Students are however allowed up to 10 authorised absences over the course of the year without this impacting on their 100 per cent target.

6. Disbursement of Funds in Academic Year 2013/14

- 6.1 Information on the disbursement of funds up to 31 May is given in the tables in the appendix to this report. Comparative figures have been provided at a similar point for last year. Please note that there is quite a lot of unused funds for 2013/14.

7. Allocation of Funds in Academic Year 2014/15

- 7.1 Indicative information on the available allocation of funds for 2014/15 is given in the tables in the appendix to this report.

8. Recommendation

8.1 It is recommended that the Committee note the information provided in this paper.

Rob Wallen
Principal

Neil Cowie
Vice Principal - Organisational Services

Table 1 – Funds Available

	Funds Available £000	Funds Available £000	Funds Available £000	Funds Available £000s
Support Funds	2014/15	2013/14	2012/13	2011/12
FE Bursary	6,908	6,873	6,804	7,149
FE Discretionary	498	500	494	505
FE / HE Childcare (incl LPCG)	1,006	997	1,005	1,025
Total	8,412	8,370	8,303	8,679
HE Discretionary	210	205	210	215
EMA	611	604	623	616
Totals	9,233	9,179	9,136	9,510

Table 2 – Committed Funds

	2014/15		2013/14		2012/13		
Support Funds	Funds Available £000	Funds Available £000	Funds Committed £000	Funds Available Not Yet Committed £000	Funds Available £000	Funds Committed £000	Funds Available Not Yet Committed £000
FE Bursary	6,908	6,873	6,395	478	6,804	5,691	1,113
FE Discretionary	498	500	430	70	494	470	24
FE/HE Childcare (incl LPCG)	1,006	997	724	273	1,005	680	325
Total	8,412	8,370	7,549	821	8,303	6,841	1,462
HE Discretionary	210	205	102	103	210	110	100
EMA	611	604	604	0	623	623	0
Totals	9,233	9,179	8,255	924	9,136	7,574	1,562

Table 3 – Supported Students

	2013/14	2012/13
FE Bursary + Fee Waiver	4,407	4,456
FE Discretionary + Loans	443	508
FE Childcare	172	157
FE / HE LPCG	152	146
HE Discretionary + Loans	88	163
HE Childcare	30	31
EMA programme	565	647