

annual review 2001
review



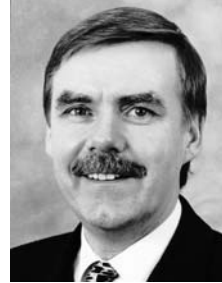
ABERDEENCOLLEGE

CHAIRMAN'S INTRODUCTION

My term as Chairman of the Board of Management commenced on 1 April 2001. I took over from Mr David Morgan OBE who served the College extremely well in his term of office as Chairman.

The College has achieved much during Mr Morgan's term and we should not underestimate his personal contribution. He is to be commended for both his professional leadership of the Board as well as his personal qualities of integrity and sound guidance which have served the Board extremely well. I believe he leaves the College stronger which is testimony to the time and expertise he so freely gave to the College. We are so pleased that he has agreed to stay on as a Board member for a little longer. We are and will be the better for his wise counsel.

It seems inevitable now that any review of a College year will make mention of the "challenges" facing us in a "time of change". It seems that every year in the recent past has had its fair share of changes and challenges. Maybe we should not be surprised as organisations which are funded by the public purse come under increasing scrutiny from many sides. The challenge for Aberdeen College to meet the need to be more efficient and to work smarter comes against the background of being a College that has led the way in efficiency. Many of the national policies and edicts for our sector are directed to the large number of Colleges less fortunate than ourselves in that they have been slower to react to the needs of the past few years to be leaner and fitter to meet the needs of the diverse body of individual learners. Long may we lead the way although this in itself brings different challenges.



During the year under review the College has undergone a number of inspections and audits by outside bodies. Without exception I am pleased to report that the feedback has been very good. Of course there are always areas where improvements can be made and these are taken on board with positive actions. Included in these audits was one on the Governance of the College which looked at the way in which the Board of Management operated and measured achievements. I am delighted that the outcome was very good. However we will not rest on our laurels, we will continue to look at the way we do things to ensure that we are effective in the way we govern the college. I take this opportunity to thank my colleagues on the Board for their sterling contribution and time so unstintingly given to serve the College.

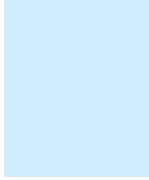
As a Board we regularly visit the College sectors, tour the facilities, see and speak to the students and staff in the classroom. These visits usually finish with a get together round the table with both students and staff for a half hour or so of chat. The Board find these visits invaluable in understanding the workings of the college.

In closing I thank all the staff at Aberdeen College for their contributions to the success of what we do. Your enthusiasm comes over in the sectors visits I mentioned above. With your support and efforts we can go on and achieve even more success.

A handwritten signature in blue ink, which appears to read "G.A.H. Watt". The signature is stylized and written in a cursive-like font.

George A. H. Watt C.A.
Chairman of the Board of Management.

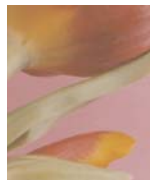
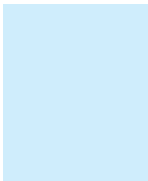
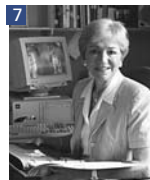
board of management



Aberdeen College Board of Management was established under the provisions of the Further and Higher Education (Scotland) Act 1992. Members of the Board serve on a voluntary basis without remuneration.



The Board comprises people with extensive business expertise and practical experience of education and training. Currently serving on the Board of Management are representatives from industry, commerce and education. The private and public sectors are both represented, as is the College's senior management (by the Principal), teaching and non-teaching staff, and the student body.



board of management

1 David Morgan OBE – Chairman

David Morgan is a native of Aberdeen and a respected figure in the city's legal circles. He was schooled at Robert Gordon's College, later achieving a law degree from the University of Aberdeen. He was awarded the OBE in 1996. In addition to Board of Management service, Mr Morgan is a Director of Aberdeen College's subsidiary company, Aberdeen Skills and Enterprise Training Limited (ASET).

2 George Watt

The former Managing Director of the Harper Motor Company, George Watt retired from the Aberdeen-based Ford dealer upon the company's sale in 1998. Active in the automotive industry at local and national level, Mr Watt had been President of the Scottish Motor Trade Association, and a Director of Grampian Motor Training - a local employers' association which develops the careers of young people in the motor industry in North-east Scotland. He is now focusing his energies on business consultancy. This is Mr Watt's second term of service on Aberdeen College Board of Management. Having retired in March 1995, he was re-appointed to the Board in October 1998.

3 Rae Angus - Principal and Chief Executive

Rae Angus started his working life as an apprentice gas fitter and subsequently worked in the engineering and the construction industries. He attended Aberdeen University as a mature student and graduated with a degree in Economic History in 1975. He also has a post-graduate degree in Strategic Studies. After working as a research fellow at Aberdeen University, he lectured in Economics at Aberdeen College of Commerce. As Senior Depute of the College he was closely involved in the merger of three further education colleges in the Aberdeen area. He became Principal of Aberdeen College in 1993. Mr Angus also serves on the Engineering Construction Industry Training Board and the Offshore Petroleum Industry Training Organisation, and as a Trustee of Aberdeen Safer Communities Trust.

4 Anthony F Schmitz

Tony Schmitz is the Director of the newly established Ogilvie Institute for Religious Education & Formation in Aberdeen. Until October 2000 he had worked as Managing Director and Retail Manager for Blackwell's Bookshops in Scotland for the past 30 years and was thus closely involved with further and higher education in Aberdeen and elsewhere in Scotland. Mr Schmitz was the first Chairman of the Board of Management of Aberdeen College, and continued to serve on the Board after his term of office expired. He is also a Director of the College's subsidiary training company, ASET. Mr Schmitz also played an active role in two international programmes which are dedicated to promoting the European dimension within education and business training - the Fédération Européenne de Centres de Formation à l'Entreprise (FECFE) and the Union pour la Culture et l'Avenir Professionnel en Europe (UCAPE), of which he was a founder member.

5 Joan Orskov

Education has been the central theme of both the professional and political life of Joan Orskov. A teacher by profession, she headed a school art department before moving into local politics. Mrs Orskov was an elected member of Grampian Regional Council for a decade, serving for two of those years as Chairman of the Council's Education Committee. Upon local government re-organisation in 1996, she was elected to the new Aberdeenshire Council in which she chaired the Education, Leisure and Recreation Committee. Having recently retired from local politics, Mrs Orskov is continuing to maintain a keen involvement in Grampian Careers Service and the development of education and lifelong learning opportunities for the people of North-east Scotland.

6 James Graham

James Graham is originally from South-west Scotland and was educated at Dumfries Academy. Upon graduating from the University of Glasgow, he taught science in Dumfries. Mr Graham's career shifted from teaching to education management when he entered the education directorates of Carlisle and Dundee Corporations and, latterly, Aberdeen County Council. Under Scottish regionalisation, he joined Grampian Regional Council as Senior Depute Director of Education. He held this post for seventeen years, being promoted to Director in 1991. Now retired, Mr Graham is Convener of the Board of Governors of the Northern College and is also Director of Grampian careers. As former Chairman of the Scottish Council for Educational Technology he vigorously promoted the role of technology in learning.

7 Margaret Donald

By profession a communicator and educator, Margaret Donald has enjoyed a varied and successful career in both fields. Having lectured and taught Primary Education, Mrs Donald progressed to live broadcasting and journalism. Media liaison and publicity were the focus of her next professional post as Public Relations Officer for Aberdeen City Council. In 1996, Mrs Donald launched her own company - Mallard Media Services. She has since created and marketed internationally a series of television productions targeted at young children's markets. Mrs Donald's television creations have achieved both critical acclaim and commercial success, and led to her being awarded Scottish Businesswoman of the Year (Most Enterprising Start-up) in 1999.

continued overleaf...

8 Bill Lawson

Originally from Tyneside in the North-east of England, Bill Lawson has been living in the Aberdeen area for over twenty years. As a professional electrical engineer, he initially came to Aberdeen in order to provide engineering support to the offshore oil and gas industry during its period of intense development in the late 1970s. In recent years Mr Lawson undertook a major change of career from electrical to safety engineering. This culminated in him achieving a Masters Degree in Process Safety and Loss Prevention in 1996. Since then, Mr Lawson's work has revolved around the enhancement of safety for all those who operate in the industrial environment.

9 Christina Allon (appointed October 2000)

Christina Allon is a native Gaelic speaker from the Isle of Lewis. She graduated from the University of Edinburgh with a BSc Social Sciences and subsequently did postgraduate training in Careers Guidance at Napier and in management at the Robert Gordon University. Christina is Chief Executive of Grampian Careers. She is actively involved at local level in the New Deal and New Futures Fund Consortia and in Aberdeen Think Link. At national level, her current activities include membership of the National Action Group on Inclusiveness, of the Advisory Group for the National Centre for Education for Work and Enterprise and of the Management group of the Scottish Labour Market Intelligence Unit (SLMIU).

10 Alan Iain Cameron MA BSc (appointed October 2000)

Alan Cameron was born and brought up in Southend, Argyllshire. After Campbeltown Grammar School, he went to Glasgow University graduating with Honours in Chemistry. He taught in several schools throughout Scotland before becoming Rector of Ellon Academy in 1981. He retired from there in 1996 and returned to Aberdeen University, graduating MA in Gaelic Studies in June 2000. Since 1999 he has been Aberdeenshire Councillor for Ellon Town and is currently Deputy SNP Group Leader. Alan is a past president of Ellon Rotary Club and is founder of Gordon Gaelic Choir, Ellon Burns Club and Ellon and District Historical Society.

11 Paul Hannan (appointed October 2000)

Paul Hannan has been Director of Aberdeen Cyrenians since 1990. He has led the considerable development of the organisation in that time. This large local charity provides services for 2,000 people each year. These services include accommodation, home care, support, health, education, training/employment, SQA modules and SVQ's, advice and information. He has been involved in the field of homelessness since 1975, much of that time in his native Glasgow. He qualified in 1981 as a social worker at Moray House, Edinburgh. He is actively involved in planning and development with a number of other organisations locally including the Aberdeen Single Homeless Forum and has made a significant contribution to the voluntary sector. He serves on the Board of Management of Aberdeen Council of Voluntary Organisations, Langstane Housing Association and the Scottish Council for Single Homeless. He joined the Board of Management of Aberdeen College in 2000.

12 Diane Morgan - Teaching Staff Representative

Diane Morgan is an experienced lecturer in office management, administration and IT subjects, and represents the College's teaching staff on the Board of Management. A graduate of the University of Aberdeen, Mrs Morgan achieved a post-graduate qualification at the former Aberdeen College of Commerce, returning there three years later to teach. She has held a variety of promoted posts within Aberdeen College, and was recently appointed Operations Manager for the Sector of Office Technology and Computing in May 1999. In this capacity Mrs Morgan has responsibility for the day to day running of the Sector, including staffing and timetabling whilst still maintaining a teaching commitment.

13 Scott Matthew - Non-Teaching Staff Representative

Scott Matthew joined the College as a trainee audio-visual aids (AVA) technician upon leaving school. Combining work with part-time study in electrical and electronic engineering, he achieved first an ONC then an HNC in the subject, followed by an HNC Computing. In 1995 Mr Matthew was appointed Senior AVA Technician. He is responsible for co-ordinating a team of technical staff who maintain and repair all of Aberdeen College's audio-visual equipment. Mr Matthew's responsibilities also include the College's video conferencing suite, planetarium, broadcast studio (tv & video) and language laboratories. An accomplished musician, he fronts a local rock band who have toured and released albums and singles in the UK and abroad.

14 Jonathan MacDonell - Student Representative

Jonathan MacDonell has recently finished his HND in Photography at Aberdeen College. He was elected Vice-President last year and has now been elected as President of Aberdeen College Students Association. Jonathan wants to spend this year encouraging students to take an active role within the College. Jonathan is involved with the national student movement by holding a position on the National Union of Students Scottish Executive where he helps to campaign for the rights of students across the country.

15 Councillor James Wyness CBE (retired September 2000)

James Wyness has demonstrated great commitment to education in both a personal, professional and political capacity. He trained initially as an electrician, and later served in the Merchant Navy. In the late 1960s he returned to education as a mature student, achieving a joint honours degree in History and Politics from the University of Aberdeen. After completing teacher training, Councillor Wyness took up a post in an Aberdeen secondary school teaching history and modern studies. Vigorous in local politics, he was formerly Lord Provost of the City of Aberdeen. Councillor Wyness is now an elected member of Aberdeen City Council, and from 1996 to 1999 served as Convenor of the Education Committee.

16 William Simpson (retired May 2000)

William Simpson plays an influential role in North-east Scotland's important agricultural industries. Upon completing an engineering apprenticeship, Mr Simpson gained further professional experience through National Service with the Royal Electrical and Mechanical Engineers. He later turned his attentions to the agricultural engineering industry, and, in 1975, helped to establish Grampian Tractors. He was appointed to the post of Managing Director of this company in 1981. Mr Simpson's involvement in agriculture extends beyond his business interests. He is immediate past President of the British Agricultural and Garden Machinery Association (BAGMA), and he also contributes his services as a Director of the Royal Highland and Agricultural Society of Scotland.

17 Senior Management Team

Aberdeen College Board of Management is assisted by a Senior Management Team, which comprises:

- Roddy Scott, Director of Finance and Administration and Vice Principal
- Rae Angus, Principal and Chief Executive
- Alison Hay, Director of Human Resource Management and Development and Vice Principal.



Scotland's 47 further education (F.E.) colleges play a crucial role in implementing a range of key policy objectives, established by The Scottish Executive and The Scottish Parliament, in the spheres of post-16 education and training and in lifelong learning. Together, the colleges account for well over 400,000 enrolments annually in a

land of less than 5 million people. In addition to the major contribution the colleges make to training and vocational education, some 40% of all people entering higher education do so at their local F.E. college. Aberdeen College is the largest of Scotland's colleges and is a key education and training provider in the North-East of Scotland, with c45,200 annual enrolments. It makes its contribution by working closely with a range of partners in the public, private and voluntary sectors.

The year covered in this review was one of considerable challenge for the College and the people working in it. Student enrolments grew by 10% compared with the previous year, while the volume of student activity generated increased by 1.6% to a level of 141,354 Weighted Student Units of Measurement (WSUMs) - the measure of volume used by the Scottish Further Education Funding Council (SFEFC). The College achieved 98.2% of its ambitious growth target.

The growth achieved during the year, although just below target, was creditable and brought aggregate growth of the College over an 8 year period to over 50%. The College worked closely with 1219 employer clients (not including firms served by the College's subsidiary company, ASET) and served 110 community locations outwith the College's own premises, in partnership with Aberdeen City Council and Aberdeenshire Council.

Already a large organisation, it became clear during the year that the increments of growth in student numbers required to secure public funds for Aberdeen College were becoming ever more difficult to obtain, in an area in which unemployment is low and competition from other providers is already high and increasing. From the pattern of student and employer demand experienced during the year, it was evident that some areas of College-based provision had more potential than others. While volatility has long been a dominant characteristic in student demand, with some areas being more popular than others in one year, but not necessarily in others, more fundamental shifts in patterns of student demand may well be emerging. These are the product of demographic trends, central and local government policies aimed at promoting wider access and lifelong learning, and 'wild-card' effects like the Higher Still initiative (which fosters higher staying-on rates at secondary school). Whatever the policy intention, the consequences of these factors is increased competition

for students among colleges, schools, universities and other providers combined with an aggregate surplus of places and funding regimes which require them to be filled, if providers are to obtain (or retain) sufficient funding to sustain their services.

The stronger areas of College-based growth in 2000-01 included IT, Hair and Beauty and Care; while activities like Engineering and Accounting and Finance experienced inelastic demand. Demand over the year also re-affirmed the experience of the last two or three years: namely, the trend towards alternative forms of access to College services, such as community-based provision (in partnership with local councils), open learning, and work-based learning (in partnership with local and national employers).

In budgetary terms, the College secured 21% more public funding during the year and ended it with a modest operating surplus. Further improvements in lowering unit costs were also made: the College's unit costs fell by 2% and were 5% lower than 3 years ago. Major investments were made to improve the physical environment for learners and other clients. Over £586,000 was devoted to improving access for disabled people throughout the College's main centres, ensuring that the College met the requirements of the Disability Discrimination Act, 1995, some 3 years in advance of full implementation of the Act. During the year a number of important projects were also undertaken, including the re-wiring and re-cabling of the Gallowgate Tower and East blocks, the establishment of a new multi-media centre, the upgrading of student facilities, and the creation of a new coffee bar at the Gallowgate Centre. New toilet facilities were constructed in the South Block of the Gallowgate Centre.

Considerable funds were also committed to acquiring more information and communication technologies (ICT) for the College, and for use with partner organisations in both local authority areas. The College's Information Technology Centre, based at the Gallowgate Centre, became one of the first learndirect Scotland Flagship Learning Centres on 16 October 2000. All permanent teaching staff were equipped with a personal lap-top computer linked to the Internet and all staff were also given ready access to desk-top computers linked to the Internet and the College's new Intranet. Email became the universal mode of written communication and considerable progress was made towards making the College less 'paper-dependent'.

Additional 'Mini-IT Centres' were commissioned in partnership with secondary schools in Aberdeen City and Aberdeenshire so that local people could access modern information technology near to their homes, and the College collaborated closely with library services in both local council areas to promote user-friendlier access to information technology. Provision for people in remote areas was further expanded by the acquisition

of more student lap-top machines and the extension of the its van service to remote locations within the College's service area. The successful video-conferencing partnership with local schools was further developed as one of an increasing number of forms of access to education and training. The College's open and e-learning services were further developed to support even wider access and to offer students and staff complementary learning opportunities so that individual needs could be better met.

As the College's student body becomes a more and more diverse one, with new entrants to the College requiring more and different forms of support, and as student and employer demands proliferate, an important aim for staff efforts during the year was to ensure the maintenance of quality and of student achievement, and further improvement of the student experience. The College's existing quality arrangements were further strengthened, and new measures were introduced to foster even more effective management of attendance and achievement by lecturing staff and instructors working in the classroom.

These measures reflected the practicalities of the learning and teaching environment, as the needs of individual students sharing the same class became more complex. The initiative played an important part in assisting students towards successful completion of their units of study and was supplemented by improved guidance and counselling from a range of College-based support staff. The College's Student Development Centre played an important part in supporting staff and students to remove barriers to learning for people whose learning skills and competence in core skills were deficient.

The quality of teaching continued to be monitored through the College's lesson observation programme which, once again, attested to the skill, commitment and professionalism of the organisation's lecturers and instructors. On the very few occasions when teaching performance was not at the standard required, staff were supported with dedicated training programmes and subsequent performance was regularly monitored. The College's staff development service continued to expand to ensure that sufficient support was available to College staff in a time of change and transition. In the review period, some £1,220,000 was devoted to the function.

Aberdeen College ended the period under review in a financially stable and robust condition, ready to meet the challenges which it will undoubtedly face. That it was so successful, is largely due to the efforts of the people who, although carrying out very different functions, together provide the network of excellent learning opportunities which the College offers the people of the North-East of Scotland.

The College is particularly fortunate to have the benefits of the strong leadership and support of its governors, the College's Board of Management, and of the efforts of teaching and support staff who, together, provide a very wide range of high quality services to the firms and people of the College's service area. The efforts of people serving students and employers through Education Lecturing Services Limited and other contractors were, like those of the permanent staff of the College, highly-valued and appreciated. Throughout the year, managers worked effectively with colleagues and with the 5 recognised trades unions representing teaching and support staff. Industrial relations - already excellent - continued to benefit from constructive working relationships. Such matters of concern that did arise, were resolved amicably and without recourse to industrial action.

The year covered by this review was undoubtedly a challenging one. It was also one during which College pursued its mission to provide a quality service to a growing number of people and did so successfully.



Rae Angus - Principal and Chief Executive

PROGRESS DURING THE YEAR

Introduction

As a condition of the grant-in-aid settlement for the year, the College had an activity target of 144,100 Weighted SUMs* (WSUMs), with the prospect of financial penalties, if the actual level of activity was more than 3% below target. This target represented a substantial growth on levels of student activity achieved in 1999-2000. Aggregated growth over the period since incorporation in 1993 was of the order of c50%. In the event, the College generated 141,354 WSUMs, (within the 3% margin allowed), but it became clear that achieving growth on an annual basis was becoming increasingly difficult. The need to grow student numbers was obviously a budgetary imperative and a key consideration for the Board and the College. The College achieved a high level of growth and maintained a fundamental equilibrium between operating costs and revenues, during a time of transition and change.

Growth and funding apart, there was clearly a need to work to maintain the quality of the College's service as the range of student abilities on entry became broader and individual student needs became more complex and diverse. To maintain and increase quality while growing the volume of activity within limited resources is a very demanding requirement. In order to do this, the College continued to enhance its portfolio of courses, invested substantially in new technology, strengthened its structures to provide support for students, reviewed a range of procedures and policies, invested substantially in the training of staff, implemented sophisticated systems for quality improvement, and undertook major improvements to its estate and facilities.

This Annual Review document is designed to provide an overview of the major activities and initiatives, and of the resultant outcomes, during the year.

* *Technical Note: 1 Student Unit of Measurement (SUM) represents 40 hours of tuition per student. SUMs are weighted by the funding authorities to take account of the extent to which tuition is more or less resource-intensive. Tuition which is highly resource-intensive carries a higher weighting for funding purposes, and courses accorded higher weightings are funded more generously. (The average weighting for Aberdeen College courses is 1.02.)*

Trends in Enrolments

In academic year, 2000-2001, Aberdeen College increased total enrolments to a record level of 45,202, a rise of 10% over 1999-2000, and an increase of 27% over 1998-99 one. Of the total, 6,264 were full-time enrolments: 4.7% more than 1999-2000 and 20% higher than in 1998-1999. Of the 6,264, 2,668 were full-time higher education enrolments, an increase of 6% on the previous year. First-level full-time (i.e. further education) enrolments were 3,596, an increase of 3.5% on 1999-2000. Amongst the full-time enrolments, a substantial number were on 20-week introductory and access programmes, including a number of programmes that started in November and January, rather than in September.

Of total enrolments, 38,938 were for courses which were not full-time, an increase of 10% on the previous year and an increase of 28% on 1998-99 figures. Total enrolments on part-time day provision were 19,742, an increase of 18% over the previous year. Enrolments on evening and week-end courses were 12,668, a slight decline on the previous year. The increase in part-time day enrolments was accounted for by the substantial increase in community-based part-time day courses, which increased to 9,242 enrolments, an increase of 49% over the previous year. The significant expansion of community outreach provision was one of the ways in which the College met its commitment to foster lifelong learning throughout its service area.

Demand for short courses continued to grow, to 6,098 enrolments, which represented an increase of 11% over the previous year. These courses were particularly popular with employers who found them a convenient way to upskill employees in a cost-effective way. The demand for block-release courses declined during the session to 430 enrolments, confirming a longer-term trend indicating that employers are becoming loathe to release people for training over sustained periods. Open Learning enrolments increased by 7%.

Trends in enrolments are of obvious significance for the scale and development of the College's service. Although there has been insufficient time to establish clear secular trends, patterns of enrolments over the past 2 or 3 years tend to suggest that the College is facing important shifts in customer needs and behaviours. In summary:

- Growth in full-time advanced course enrolments (e.g. HNC and HND) is constrained by the absolute limit placed on enrolments by central authorities. The limit applies to the fastest-growing category of full-time enrolments in the College. This is, essentially, a supply-side constraint, rather than an emanation of the market.

- Growth in enrolments on full-time first-level ('non-advanced') courses is likely to be limited by the high levels of employment and the high 'staying-on' rate at schools in the Aberdeen travel-to-work area, (which has increased further as a result of the introduction of the Higher Still awards).
- Demand for flexible approaches to learning through short courses, College-based flexible provision and Open Learning continues to increase.
- Demand for community-based classes continues to grow.
- Classes in information technology subjects are growing rapidly, both within College premises and in the community.
- A growing demand for full-time programmes that start at times of the year other than September (e.g. in November or January).
- Increasing demand for work-based training.

Taken together, these changing trends - if sustained - pose a continuing challenge for the College in terms of its structure and its operation.

New Offerings

In order to meet identified client demand, during the year a wide range of new programmes was introduced. Examples of the new programmes delivered for the first time in 2000-2001 are:

- ACS Gas courses
- Professional Development Award in Visitor Attraction Operations
- Introduction to Performing Arts
- British Institute of Innkeepers courses
- Customer Care for coach drivers
- Professional Development Award for Classroom Assistants
- Gateway to HNC Science
- HND Chemical and Process Technology
- Institute of Sport and Recreation Management courses

In addition, during the session the College completed development on a range of new programmes for introduction from September 2001. Most significant in these was the range of courses based on the latest digital technologies, and designed, in consultation with representatives of local industry, to provide training to commercial standards; these courses are:

- HNC TV Operations
- HNC Radio Broadcasting
- HNC Multimedia Design

A complementary course in Sound Engineering is undergoing development.

The College also delivered an increasing amount of work-based training, and secured contracts to provide training for Stagecoach and First Bus.

Higher Still

In session 2000-2001 the College increased the range of Scottish Group Awards offered at Intermediate 2 and Higher level. The work of replacing GSVQ programmes with new National Courses is now well advanced, although in areas where the new programme does not meet client need, College-designed programmes of units have been introduced rather than National Courses or Scottish Group Awards.

The College also increased the number of stand-alone Highers offered as part of the full-time Access to University programme to ease progression and open access to university study.

During the session, the College introduced Access 2/3 and Skillstart Access programmes to students with learning difficulties, in place of the former College-certificated provision.

There was also a large increase in the number of schools in which the College provided Higher Still courses at Intermediate 2 and Higher level, as an enhancement to the school curriculum. Subjects offered included Philosophy, Psychology and Sociology. During the session, 265 pupils from 12 schools undertook this provision, (as compared with 54 pupils in 1999-2000). In order to support the learning in schools at a distance from the College, e-learning materials were developed for a number of subjects.

The College also delivered training in, and assessment for, the core skill of Working with Others to 444 pupils in schools in Aberdeen City and Aberdeenshire, and for the core skill of Information Technology to 585 pupils in the same areas.

MEASURES OF PERFORMANCE/EFFECTIVENESS

Student Achievement Rates

The majority of College courses are composed of 'units' which are assessed by the College and certificated by awarding bodies. When a student achieves a predetermined number and type of units, a group award can be made. Examples of group awards offered are Scottish Vocational Qualifications (SVQ) and Higher National Certificates (HNC).

The College measures two forms of student achievement. In the first, the percentage of all students enrolled on individual units/subjects who are successful is calculated; this is known as the Student Achievement Ratio by Unit (SARU). In the second, the percentage of

students working towards a group award who achieve all the necessary units/subjects to obtain the group award is calculated; this is called the Student Programme Achievement Ratio (SPAR).

Student Achievement Ratio by Unit (SARU)

In 2000-2001, 81% of enrolments on first level units/subjects were successful (compared with 68% in 1999-2000) and 82% per cent of enrolments on advanced level units/subjects were successful (compared with 77% in 1999-00). These levels of achievement have been recorded at a time when the abilities of entrants to courses have been generally lower than in the past, and the diversity of student need has increased.

Student Programme Achievement Ratio (SPAR)

In 2000-2001, 33% of students who enrolled on a group award achieved it and 81% of part-time students enrolled on a group award achieved it in full.

The buoyant employment market which characterises the College's service area adversely affects programme achievement rates, as students leave to take up employment after having gained the modules or units they need, but not having completed all of their courses. Experience would suggest that significant numbers of people return to the College to complete their studies, or to follow alternative courses, by part-time modes of attendance. Annual achievement statistics, therefore, tend to understate real achievements. High post-course success rates, with College students successfully moving into employment or on to further or higher education, would tend to confirm the observation that the College's provision is of a high standard, and that it meets the needs of the people served - especially in assisting them gain the qualifications they need to enter employment or progress to higher levels of academic achievement .

Student Destinations

The student destination information offered in this review refers to purely to full-time students, since the majority of part-time students are already in employment. These data are a measure of the College's effectiveness in enabling students to prepare for further study or to move into employment. In 1999-2000 as in 1998-99, 97% of students successfully completing courses went into employment or further study with only 3% unplaced. It is likely that, of the 3% of former students noted as 'unplaced', a number did take up employment or undertake alternative courses of study, either after the survey was undertaken or due to incorrect returns being made to the College.

GOVERNANCE AND MANAGEMENT

During the year, the Board of Management reviewed all relevant policies and procedures concerned with its activities and operations, and conducted a self-evaluation of its activities and effectiveness. The Board introduced new arrangements for the conduct of its visits to the College to meet students and staff, which resulted in improved communication between the staff and students of the College and Board members.

The Board and senior management reviewed their arrangements in the light of the Review of Management in Further Education conducted by the Scottish Further Education Funding Council, which was reported in August 2000. The College established an action plan to address the issues in the review to ensure compliance. The action plan was implemented.

As in previous years, the Principal met regularly with representatives of support and teaching teams' discussion groups throughout the year. Using an 'open agenda' approach, c70 staff representatives raised any issues of concern, and their ideas for improvement of the College's service. The dialogue resulted in a number of changes to the service offered to students and employer clients. Where issues were raised that could not be dealt with at the meeting, they were actioned by an Associate Principal of the College. Discussion groups supplemented other formal and informal forums and avenues for consultation and negotiation.

During the review period, the system of monthly core and team staff briefings was further developed. The aim of the briefings was (and is) to ensure that all staff have ready and timely access to important information in a standard form. A communication survey was also undertaken among staff. It indicated a high level of familiarity with College policy and plans and satisfaction with the College's overall communication processes.

QUALITY AND EXCELLENCE

Quality Systems and Awards

The College has maintained a comprehensive quality management system that is based on the requirements of the Scottish Further Education Funding Council and Scottish Enterprise. During the period, the College continued to meet the standards of:

- Scottish Quality Management System
- Scottish Qualifications Authority
- Investors in People
- Charter Mark

Other successful external audits or monitoring visits were undertaken by:

- The European Foundation for Quality Management (EFQM)
- The Association of Accounting Technicians
- The City and Guilds of London Institute
- The Engineering Construction Industry Training Board
- The Construction Industry Training Board
- The Chartered Institute of Personnel and Development
- EMTA Awards Ltd (EAL)
- The London College of Music
- The Institute of Sport and Recreation Management
- BPEC
- ADIT

In academic year 2000-01, 344 SQA units were externally moderated. Holds were placed on 2 construction units. These were subsequently removed because, as the SQA recognised, they had been wrongly placed. The holds represented 0.6% of the total units which were externally moderated. A further 2 holds were then placed by an SQA external verifier on construction units. (The College has complained formally to the SQA on the matter.)

During the session, self-evaluation was implemented at all levels within the College. Training was provided on self-evaluation, and the process was monitored by the Senior Lecturers (Quality Improvement), and in the case of teaching teams by the Quality Assurance (QA) Sub-committee of the Academic Board. The Board of Management and the senior management team used the quality criteria of the European Foundation for Quality Management (EFQM) model for their self-evaluation.

The College applied for a European Foundation for Quality Management (EFQM) award in the public sector category. Although not a winner, the College received a Recognised for Excellence certificate, following a site visit by five European assessors.

In June 2001 the College became the first college in Scotland to be awarded "Hospitality Assured" status by Hotel and Catering International Management Association (HCIMA). The College score in this industry-benchmarked assessment was an impressive 77%.

The College also received an award from the Centre for Information on Language Teaching (CILT) for innovative delivery of languages teaching, using video-conferencing.

SUPPORTING STAFF

Professional Development and Staff Development

Following consultation with staff and trade unions, two codes of professional conduct were introduced to ensure that all staff, teaching and support, are aware of the standards required in an educational establishment.

The College's Professional Development Strategy continued to offer developmental opportunities to ensure that all staff are equipped with the necessary up-to-date skills and qualifications required to enable them to deliver high quality programmes to an increasingly diverse student body, and as part of a demand-led approach to service provision. The established programme of staff placements was further developed to offer College staff relevant placements in other organisations for professional up-dating. Nineteen members of the teaching staff undertook placements. The College also implemented a flexible development programme for Community Outreach staff to meet the needs of teaching staff whose primary employment may not be with the College. Copies of key policies and guidance notes, such as Customer Care, Fire Safety and Presentation Skills were distributed to all community locations served by the College.

During the year, 303 internal staff development sessions were run, which accounted for over 900 person days of training and development. These included sessions on:

- Dealing with a diverse student body
- On-line learning
- Higher Still
- Health and Safety Courses
- Equal Opportunities
- The Human Rights Act
- ICT and the Curriculum Sessions have also been delivered on the writing and delivery of on-line materials.

During the year, 72 members of staff achieved accredited qualifications, and 194 staff were working towards the European Computer Driving Licence (ECDL).

Professional Qualifications

About 60 members of the College's teaching staff joined the Teaching Qualification in Further Education (TQFE) programme run jointly by Northern College and Aberdeen College. Thirty-two staff graduated from the programme during the year. The remaining staff are due to complete their studies in academic year 2001-2002. Twelve members of the teaching staff completed the City and Guilds 7307 Certificate in Adult Education as the first stage in gaining the TQFE. All instructors employed by the College either held, or were working towards an SVQ level 3 in Training and Development. Training was also offered to ELS lecturers working in

the College. Twenty-five ELS lecturers were working towards the City and Guilds 7307 Certificate in Adult Education; another 25 ELS lecturers attended the "New to FE" course offered by the College.

Competencies for all promoted teaching posts were developed. A competence model for lecturers was also developed and will be the subject of consultation with teaching trades unions.

Improving Teaching and Learning

Lesson observation was extended on a sample basis to cover ELS staff, including people teaching on the College's Community Outreach programmes. By the end of the year, 73 lesson observations were carried out involving ELS lecturers. Development programmes have been implemented for a small number of staff who required support and mentoring, following evaluation.

Re-profiling of staffing structures continued, the aim being to enable lecturing staff to concentrate on core teaching activities. Re-profiling involves increased use of clerical and administrative staff and of instructors and instructor librarians. The College now employs 35 instructors and 4 instructor/librarians.

Thematic audits of teaching materials were conducted in all teams during the year and action plans for improvement established where necessary. Individual lecturers were supported through customised professional development plans. The scope of standard internal audits focused on performance indicators, the quality of teaching materials and internal moderation.

The Quality Assurance team was involved in a number of staff development programmes to enhance the quality of the learning and teaching process. These included:

- Customer Care
- Induction and Guidance
- Internal Moderation
- Self-Evaluation
- Performance Indicators
- Quality System Development
- ELS Induction Sessions

Centres of Excellence

The College has developed centres of excellence to provide dedicated facilities for industry standard training, including the Gallowgate IT Centre and the training centre for the offshore oil industry in Minto Avenue. In order to accommodate new provision, two new centres of excellence were developed during the session, a gas assessment centre and a multimedia centre. Further centres of excellence are planned for the future.

Staff Welfare

A Parental Leave Policy was developed and introduced in 2000-2001. A review of the College's Substance Abuse Policy commenced in consultation with Albyn Occupational Health, the firm which supports and serves the College.

The College continued to provide an occupational health service for students and staff. New developments during the session included:

- Revised lifestyle health checks including blood screening for general health and well-being and, where clinically appropriate, a blood test for one of the major male mid-life health issues. A total of 176 staff took part in the lifestyle checks which were offered at all College sites.
- Influenza vaccinations were offered to all staff for the first time in academic year 2000-2001. Two hundred and six staff were vaccinated.
- All staff who work in the prisons have completed Hepatitis B immunisation as a precautionary measure.
- Hearing self-assessment for people working in Engineering Technologies was promoted and a hearing self-assessment booklet was developed for inclusion in student induction packs.

The College's Occupational Health Service continued to provide a referral service. Sixty staff were referred for medical assessment. Twelve staff were assisted to return to work on rehabilitation programmes.

Employee Relations

In 2000-01, the College agreed a pay settlement for both teaching and support staff which included a change to the pay year to bring it into line with the funding and academic years. The settlement was 3% per annum. The Board continued its longstanding commitment to supporting people on lower pay levels, by increasing the College's minimum wage by 4% per annum to £5.05 per hour.

Health and Safety

The College won a British Safety Council National Safety Award for the fifth successive year.

Health and safety training was provided as part of the College's internal staff development programme. Sessions on the following health and safety topics were attended by a total of 294 staff:

- Fire Safety Training
- Effective Supervision
- Manual Handling
- Manual Handling Assessor
- COSHH Assessor
- DSE User On-Line
- Risk Assessment
- IOSH Managing Safely
- IOSH Working Safely

The College company, ASET, offered an expanded range of short courses and client-specific professional health and safety courses including extension of delivery options for NEBOSH Diploma programmes.

The College also implemented a range of re-cycling measures covering waste paper, copier and printer cartridges, cement bricks and wood, as part of its environmental awareness commitment. An audit of relevant teaching materials was also conducted to ensure that they reflected current legislative requirements regarding health & safety. Health and safety arrangements for monitoring all community outreach locations were implemented, to ensure that they met College standards.

A review was undertaken of the effectiveness of security services. Following competitive tendering, a new contract established with Securicor Guarding.

FINANCE AND FACILITIES

Review of Financial Outturn for the Year to 31 July 2001

The Income and Expenditure account for the period showed a deficit on continuing operations after depreciation of assets at valuation, disposals of assets and taxation of £2,007,000 (FY1999-2000 - £1,179,000 deficit). After adjusting for the effect of depreciation on re-valued assets, and the realisation of property revaluation gains of previous years, the historical cost surplus for the period was a deficit of £683,000 (FY1999-00 - £2,659,000 surplus).

This accounting deficit is offset by:

- release of revaluation and designated reserves of £1,972,000 (FY1999-2000 £2,361,000 relating to theoretical depreciation charges on inherited assets and on building works funded by asset disposals.
- accounting provision for future pension costs of £590,000 (FY1999-2000 £46,000 credit).

As in previous years, the underlying financial operating position of the College is that a modest operating surplus has been generated in the year.

The accumulated deficit on the Income and Expenditure Account at 31 July 2001 was £2,753,000 (31 July 2000 - £2,900,000 deficit). This deficit is attributable to the requirement on the Board to provide an accounting provision for future pension costs arising from early retirement of former staff and the equalisation of pension contributions under the Local Government Pension Scheme. The amount of this provision at 31 July 2001 was £4,153,000 (31 July 2000 - £3,994,000). In addition, the accounting provision for the excess of cost over payment to pension funds increased in the period to £594,000 (31 July 2000 - £163,000).

The College's cash position in the period increased by £592,000 (FY1999-00 - £1,552,000 increase).

Physical Developments

In the reporting period, the College spent £2,438,000 improving accommodation. Projects included rewiring the Tower and East Blocks of the Gallowgate Centre at a cost of £1,322,000; alterations to all College Centres to improve access for clients with disability at a cost of £586,000; creation of a 'one-stop-shop' at the Gallowgate Centre to provide an improved admissions service to clients at a cost of £69,000; and refurbishment of teaching kitchens at the Gallowgate Centre at a cost of £65,000.

Investment continued in equipment. In the period, the College invested £1,288,000 in information and communication technologies equipment and a further £238,000 in a broad range of equipment for teaching and support functions.

Future Development of the College Estate

The Board has reaffirmed its Accommodation Strategy to reduce the number of teaching sites owned by the College and to invest disposal proceeds in facilities at Gallowgate, Altens and Clinterty Centres. The strategy had been developed with the assistance and support of the former Scottish Office and officials of the SFEFC.

Work will begin in early-2002 to replace lifts in the Tower Block at Gallowgate Centre at a budgeted cost of £565,000. These works form part of the Board's accommodation strategy. Creation of the Multi-Media Centre of Excellence at the Gallowgate Centre will be completed by the end of 2001 at a total budgeted cost of £245,000. Planned maintenance programmes will be progressed at a budgeted cost of £450,000.

Investment will continue to improve ICT infrastructure by maintaining the currency of equipment, extending the range of ICT resources available to students and staff and increasing the capacity of the College data network to carry data, voice and video communications.

WIDENING ACCESS, PROGRESSION AND INCREASING PARTICIPATION

Services for Students

Aberdeen College and its Clients

Aberdeen College is committed to increasing participation rates in education and training, promoting wider access so that all social groups can take part, an inclusive approach to assisting those with additional learning requirements to take part in College programmes wherever possible, and promoting opportunities so that people can gain the qualifications and personal benefits of learning throughout their lives.

In striving to implement these objectives, the College recognises the diversity of its many potential client groups, and is committed to maintaining a clear focus on the needs of customers as individuals, and providing effective customer care through a range of ancillary and support services, in support of its quality-assured courses.

During the year the College has reinforced its commitment to customer care by reviewing and revising its:

- Clients' Charter
- Course publicity material and other information leaflets
- Support service structures and staffing levels
- Procedures for dealing with complaints.

Other relevant measures taken are noted below.

Information about College Provision and Course Booking

The College recognises the need to provide clear and comprehensive information about its courses so that potential students have access to all of the information they need to make an informed decision about the appropriate subject and level of study, and the mode of attendance that best meets their circumstances. The information is provided in a variety of ways, including printed publicity material, and detailed web-pages.

In order to streamline the provision of information about courses and the admissions/course booking procedures, the Information Services Team was merged during the session with the Admissions Team and the two services were relocated to a dedicated "one-stop shop" in the Gallowgate Centre. This newly refurbished facility provides both information on courses, and admissions staff to process applications for full-time courses and bookings for part-time ones.

A new on-line booking and payment facility was also introduced as part of the College's overall website.

Pre-entry Guidance Services

Where clients would like support in choosing a course of study, or in meeting the financial and personal implications of studying at College, they can take advantage of a range of services provided by the Student Support Services Team. Prospective students can discuss their study options with experienced Student Advisors; members of the College's academic staff are also available to give subject or course-specific advice. Guidance staff also provide information about support for childcare needs, the availability of accommodation in the local area and information on the options available for financial support. In the past year these services were further strengthened by the appointment of additional members of the Student Support Services team.

Bursaries and Other Sources of Finance

The College administers a substantial fund to provide bursary support to students on full-time non-advanced programmes and, where appropriate, to part-time students. The fund is administered by a dedicated Student Funding Team in accordance with national bursary guidelines and the College's own supplementary policies. Where necessary, specific cases are referred to a Bursary Advisory Group. The College's internal bursary procedures were reviewed in the light of changes to the national bursary policy.

The College also administered a substantial Access Fund - some £500,000 - to provide means-tested support for students in financial hardship. The College also maintained its highly-successful voucher scheme to provide for students' childcare needs.

A review of the College's financial support structures and processes was commenced to ensure that the College can continue to provide for student needs following the introduction of new national arrangements.

Guidance and Counselling

The College is strongly committed to supporting students throughout their studies, and has put in place a range of complementary support arrangements so that whatever the need - financial, academic or personal - individuals can access professional services to assist them to get the most from their time at College.

During the year the College further developed its arrangements for ongoing support by identifying a tutor for each group of students on full-time programmes or other programmes leading to a recognised group award qualification, who provides the first line of support. Individual Learning Plans were established for each eligible student which allows progress towards the group award to be monitored throughout the year and which provides a focus for discussion between student and tutor.

Tutors are able to refer students to a range of additional support services. These services include the Student Development Centre (for additional help with basic skills or study skills), Student Advisors (for support with personal problems), Guidance Tutors (for support with curriculum-related issues that cannot be resolved by the tutor), the Student Funding Advisor (for specific advice on financial matters, including bursaries and benefit-related issues), and the Accommodation Officer (for assistance in finding new accommodation). Self-referral arrangements were maintained for students who preferred to access support on their own account.

Other Services for Students

In the autumn of 2000 occupational health staff organised a successful students' health fair, which provided advice on a range of issues for students of the College. The College continues to operate a no-smoking and substance-abuse support service on all of its sites. During the year the College also assisted the Students' Association to secure the services of a consultant to help them strengthen the Association's administration and record-keeping.

The College is particularly fortunate to have the service of a team of chaplains who offer support of a personal and spiritual kind. During the year the College Chaplains supported the work of the College in a variety of ways, including involvement in the annual Awards Ceremony and assistance in monitoring the effectiveness of the College's complaints procedures (by vetting the manner in which the College dealt with formal complaints made by students or employers).

Client views on the College's information and guidance arrangements

The annual survey of students, conducted in May each year, records levels of satisfaction on a range of aspects of College services. In the most recent survey (May 2001) students recorded the following level of satisfaction:

• Information about the College and its courses	94%
• Introduction to the College/course	92%
• Introduction to modules/subjects/units	93%
• Information during the course	93%

The annual survey of employers, also conducted in May, records levels of satisfaction on a range of aspects of College services. In the most recent survey (May 2001) employers recorded the following levels of satisfaction:

• Information about the College and its courses	94%
• The range of College courses	91%

(The figures quoted are totals recorded in the 'very satisfied' and 'satisfied' categories.)

Supporting Students with Additional Learning Requirements

ACCESS Centre

The College has developed and maintained a comprehensive range of support for students with specific kinds of additional learning requirement, including physical disabilities. During the year these services were renewed and further strengthened by the acquisition of additional equipment.

In session 2000-2001, a total of 160 students with disabilities used the services of the College's ACCESS Centre. Eighty-three students were referred by the Student Awards Agency for Scotland, the Open University and local authorities in England. Students studying at the University of Aberdeen and the Robert Gordon University represented 55% of referrals to the ACCESS Centre. The rest were studying at Northern College, Glasgow Caledonian University, Glasgow University, Highland Theological College, Newcastle University, Brighton University, Inverness College, Moray College, Banff and Buchan College of Further Education, the Scottish Agricultural College and Aberdeen College.

Disability Awareness Training

Disability awareness training for College staff is a regular part of the College's Staff Development Programme. Since it was introduced some 5 years ago, a large number of staff have attended including Sector Managers, Curriculum Managers, lecturers, instructors, auxiliaries, librarians, reception staff, and an Associate Principal.

Disability awareness training was also provided during the session for a group of taxi companies. Drivers were completing an SVQ in Customer Care, and disability awareness training was an important feature of the course. The one-day course was completed by 82 drivers and involved providing information about the implications of different types of disability and practical workshops to augment the theory. The courses were well received by participants, and they were commended in the Guide Dogs for the Blind publication.

Disability Forum

The College's Disability Forum met 3 times in academic year 2000-2001. The group comprises students with disabilities and other students of the College, Student Association representation, and appropriate College staff. The Forum is chaired by an Associate Principal. Students are invited to give their views on the provision and facilities for students with disabilities, and how they could be improved.

Issues covered during the year included the building alterations made following advice from groups and individuals representing people with disabilities. The Forum was very positive about the improvements to physical access made. Other issues covered were the College's Disability Statement, accessibility of the curriculum, special exam arrangements and how able-bodied students accommodate their colleagues with disabilities.

A focused 3-day event was held in October, designed to raise awareness of the needs of students with disabilities. Representatives from Grampian Society for the Blind, the Aberdeen and NE Deaf Society, the Dyslexia Institute and Aberdeen Action on Disability attended. The ACCESS Centre provided demonstrations of the enabling technologies available.

The Student Development Centre

The Student Development Centre (SDC) is based in a dedicated suite of rooms on the Gallowgate site, but its services extend over all sites. The Centre offers generic support, in-class auxiliary assistance and communicators. Subject specialists are allocated to the SDC to provide subject specific support. The SDC recorded 2,145 student visits during the session. Extended learning support was provided to students in all curricular areas. Special examination arrangements were also made for a large number of students, due to the increase in the number of students taking external examinations as part of Scottish Group Awards and Higher courses.

INFORMATION SERVICES

IT Centres

The College established an IT Centre in its Gallowgate building in session 1997-1998. Since then a further centre was developed in its Clinterty Centre and one is planned for the Altens Centre. Each IT Centre provides a range of computer-based learning packages which individual clients can access on a flexible-learning basis. During the year, the Gallowgate IT Centre became one of the first centres in Scotland to be branded as a Scottish University for Industry (SUfi) learndirect Scotland learning centre. The College's centre is one of only a few open to the public seven days a week. The computers in the IT Centre were replaced at the end of the session at a cost of £91,875.

As an auxiliary facility to the IT Centre, the College established an On-line Assessment Centre to allow clients to access assessment for industry-standard qualifications and the European Computer Driving Licence (ECDL) on-line at times of their own choosing.

The College has added to its other computing facilities in its main centres to provide dedicated facilities for short courses to local employers, separate rooms for delivering CISCO qualifications, and discrete networks for applications such as CAD or SAGE, as well as specialist facilities for teaching skills in hardware maintenance and network management. A range of IT Centres were established in community locations in partnership with Aberdeen City and Aberdeenshire Councils. A programme of 18 'mini'-IT centres was completed covering 18 secondary/community schools in Aberdeen City and Aberdeenshire. During the session the College also deployed eighteen sets of lap-top computers to deliver IT provision in community locations.

Computer-based learning

The College has provided computer-based learning packages in its IT Centres for some years. They are available to students and can also be accessed by members of the public on a flexible basis. During the review period the College increased the range of the packages available to include advanced computing skills (such as programming and network management) as well as other IT applications. Initial development of a new on-line learning service was completed. The on-line learning site offers people information on courses and the College, on-line booking and payment, on-line access to learning materials, and facilities for students to submit work and communicate electronically with tutors.

A range of learning programmes has been made available on-line, including a number of business-related units, the European Computer Driving Licence and a number of Higher subjects. In addition to individual clients a substantial number of schools have made use of the service to provide enhancements to the school curriculum by offering subjects such as Psychology that would not otherwise be available to them.

Web Services and Intranet

The College's website was re-designed during the year to refresh its appearance and to improve ease of access to information. A College intranet was also developed to provide a platform for the dissemination of a wide range of essential College information, including calendars, policies, procedures and other similar documentation.

Libraries

The College libraries have been further developed during the year. In addition to further upgrading of libraries, the range of CD-ROM-based material was increased, and access to on-line information services for staff and students was further improved.

SERVING LOCAL COMMUNITIES

Lifelong Learning

Lifelong learning opportunities provided by the College comprise not only attendance at College centres during the day, evening and weekends, but also courses offered through the rapidly expanding community outreach programme, work-based learning, the activities of the College's company and a growing infrastructure of partnerships. The Community Outreach service proved to be increasingly popular with clients.

The College delivered programmes in 110 community locations during the session, covering vocational and non-vocational programmes, from basic education to Higher National courses. The service was supported by a new open booking system and by extensive guidance and information facilities. The College recorded 9,242 Community Outreach enrolments during the session (a growth of 49% over the previous year).

A large part of this growth was due to the delivery of ICT courses - illustrating the College's real commitment to widening access to information and communication technologies. As an inclusive College it was re-assuring to note the significant increase in the number of elderly people undertaking computing courses, including a considerable number of students in their 70s and 80s. The College also worked with an increasing number of agencies supporting the mental and physical rehabilitation of individuals, such as Rehab Scotland, Choices, Unicorn and LEAD Scotland, and delivered ICT courses within sheltered housing complexes.

New courses provided in Community Outreach include the provision of HN Courses in Social Science, Computing, and Higher Still Care. There was continued growth in First Aid and Sign Language Courses. The College offered a range of programmes in community locations for students with learning difficulties.

Community Learning Strategies and Plans

The Scottish Office Report "Communities: Change Through Learning" identified Social Inclusion, Active Citizenship and Lifelong Learning as the three Government priorities to which community learning should make a key contribution. The College worked closely with both Aberdeen City and Aberdeenshire Councils to integrate community learning into other forms of learning and into relevant Scottish Executive education and training initiatives. The College contributed to the three pilot Community Learning Plans for Aberdeen City in Northfield, Mastrick/Summerhill/Sheddocksley, and the Great Northern Partnership Area. It also contributed to the three geographic Community Learning Pilot Plans in Aberdeenshire for Alford, Laurencekirk and Buchan Areas, and the Council's Thematic Plan for Adult Basic Education.

Examples of Other Initiatives

The College:

- hosted the first Scottish Network for Access and Participation (SNAP) event, involving both Further and Higher Education Institutions, entitled "Widening Access Through Community Partnerships".
- continued to work with the 3Sixty⁹ University for Children and Communities in supporting the provision of courses to targeted communities in Aberdeen.
- continued to participate as an active member of the North Forum for Widening Participation in Higher Education.

COLLABORATION

Providing Training for the Young Homeless

Aberdeen Foyer provides a range of services for homeless or vulnerable young people in Aberdeen. Central to the work of the Foyer is providing access to training opportunities to allow clients to gain qualifications to assist them to enter work and become more independent. During the year, the College maintained its partnership with Aberdeen Foyer and Grampian Careers to jointly fund a Training Support Worker, based at the Foyer. The College provided training on Foyer premises to groups of clients, and supported others to access College-based provision. A member of the College's management served on the Foyer Board. In collaboration with the Foyer the College provided assessment and verification of the core skills for the Princes Trust.

The New Deal

Aberdeen College continued to provide the full-time education and training option of the New Deal scheme in addition to "Gateway" services. Due to continuing low unemployment in the Aberdeen area, the number of students who took advantage of the training was low. The College continues to work in partnership with Grampian Careers and a range of other organisations to provide an intensive "Gateway" programme designed to address the needs of unemployed people who require additional motivation or confidence-building before embarking on a programme of vocationally-specific training.

University links

The College continued to develop its links with universities. Important progress was made with both local universities - the University of Aberdeen and the

Robert Gordon University. During the year the range of articulation arrangements allowing direct entry into years 2 or 3 of university programmes from College courses was extended. In addition the College co-operated with the two universities (amongst other partners) in developing increased opportunities for access to higher education in the community. In October 2000, the College hosted university information days for students completing HNDs at the College.

During the year, the College provided a one-year programme in co-operation with Napier University, to allow students completing the College's HND Computing Support to achieve a degree level qualification at the College, thereby extending degree opportunities in Aberdeen.

The College also reviewed its links with the Open University, and an updated version of the Aberdeen College-Open University progression guide was produced.

Aberdeen City and Aberdeenshire councils

During 2000-2001 the College built on its already successful relationships with Aberdeen City and Aberdeenshire councils. Existing links with Moray Council were maintained.

In partnership with the two local authorities, the College continued to provide community-based adult vocational education throughout Aberdeen City, and in the greater part of Aberdeenshire, using secondary and community schools to offer people local access to lifelong learning opportunities. The provision was developed jointly with the local councils and Banff & Buchan College of Further Education. The partnership approach allowed the development of a coherent and extensive programme across a wide geographical area. As part of this activity, the College provided courses in 110 community locations. Part-time study guides and course catalogues, covering College and local authority provision, were developed by the College and published in collaboration with Aberdeen City Council for the City, and with Aberdeenshire Council and Banff & Buchan College of Further Education for Aberdeenshire.

Partnerships with Local Authority Schools

The College continued to develop mini-ICT centres in schools in the local area. These centres are used to deliver College programmes to local people and provide enhanced facilities for pupils during school hours. The College's investment now covers 18 mini-ICT centres in secondary/community schools.

The successful partnership with Peterhead Academy and Aberdeenshire Council in Peterhead Area Learning Services (PALS) was maintained and joint bids were submitted for Scottish University for Industry funding

to develop a dedicated adult learning centre within the Academy. Applications were made jointly by the College, Aberdeenshire Council and the University of Aberdeen under the auspices of the European Social Fund to deliver full-time access programmes in the Peterhead area, which is one of high unemployment. Similar arrangements are in the process of development in Huntly and Keith.

During the session, the College also delivered courses to pupils in schools in Aberdeen City, Aberdeenshire and beyond. These were principally enhancements to the schools' curriculum. Most popular subjects offered by the College were Psychology, Sociology and Philosophy, and the Information Technology and Working with Others core skills.

Examples of other links with schools include:

- 250 pupils from Aberdeen City schools attended the College for an Introduction to Healthy Living programme;
- the establishment of a hairdressing salon in a local academy to allow school pupils and local residents the opportunity to follow College hairdressing programmes;
- introductory engineering courses held in the College for young people from local schools; and
- 686 pupils in S3 in local schools took part in the College "S3 Experience" taster programme.

Partnership with Aberdeenshire Libraries and Aberdeen City Libraries

During the session the College established access points for the delivery of College courses at eleven Aberdeenshire Council libraries and commenced planning a further six.

The College also collaborated with Aberdeen City Council Library Service in creating mini-ICT Centres for access to College courses within two City Libraries. A further development with the City Library Service was collaboration to re-open Cults Library as a lending library and College learning centre.

Scottish Enterprise Grampian

The College has continued to develop its relationship with Scottish Enterprise Grampian. The College is now a Skillseekers Training Provider. The College also participated in consultations on the future of Stephead, the enterprise company's Training and Information Centre in Aberdeen.

Other Partnerships

During the year, the College co-operated in a number of important initiatives to promote wider access to education and training. It participated in The 360° University for Children and Communities in which it was a major provider. The College also contributed to establishing The Aberdeen Community Learning Strategy. Two hundred and seven students were enrolled during the session on Aberdeen College access programmes run under the auspices of the North of Scotland Wider Access Programme (NORSWAP). Aberdeen College is also a member of a number of organisations which provide pathways to education and training, including the North-East Scotland Adult Education (NESAE). The North Forum for Wider Access has been reconstituted with a broadened membership to include the University of the Highlands and Islands Millennium Institute. A member of the College's senior management is its Vice-Chair.

European Projects

During the session the College appointed a full-time Co-ordinator for European projects to manage the EU-funded projects already approved, to develop bids for additional projects and to develop the College's links with other institutions in Europe.

During the year, final claims were submitted for a range of completed projects including the successful ventures to deliver training in rural locations of Aberdeenshire, to develop training for the oil industry and to allow College staff to undertake training abroad.

In partnership with the University of Aberdeen and Aberdeenshire Council, a bid was submitted for European Social Funds to deliver courses to adults in community locations to enable them to access employment or progress to further or higher education. Two further submissions were completed - one to convert part of a school into a dedicated learning facility for delivering this type of provision and the other to develop appropriate course materials. A bid for ESF funding was submitted to develop a distance-learning package accessible using CD-ROMs or the Internet for workplace assessors to become qualified to L28 (formerly D32 and D33) standard. The total value of these bids is £532,697.

During the session, students from Espoo Vantaa College in Finland studied at the College as part of a Socrates Erasmus Project. Links with colleges in Regensburg, Bavaria and Clermont-Ferrand in France, twin-cities of Aberdeen, were established.

IMPROVING THE LOCAL SKILLS-BASE

Introduction

During the review period, unemployment in Aberdeen was c1.6 per cent. In addition to the many thousands of people who are in work and attend College courses as individuals, a significant number attend College from employment. The College provides corporate services to its employers through its Employers Services Unit (ESU) and through its training company, Aberdeen Skills and Enterprise Training (ASET). During the session, the College provided training for 1,300 different employers.

Employer Services Unit

The ESU is a dedicated 'one-stop shop', which offers advice and customised training to local firms - either in the College or in the workplace. In the last year, the College enrolled 777 employees of local firms on SVQ awards alone. It trained 626 Skillseekers and became a Scottish Enterprise Training Provider for the scheme. The College continued to work closely with Aberdeen City Licensing Board on a registration and training scheme for door stewards and provided specialist training for innkeepers.

The College Company

From the time of incorporation in 1993, Aberdeen College has also served local firms directly by way of a wholly-owned limited company. The College company, Aberdeen Skills and Enterprise Training (ASET), had another year of profitable expansion. Revenues increased by 84% and profits by 34%. The company's existing courses relating to dynamic positioning, self-elevating platforms, high and low voltage and "Ex" safety training continued to attract customers from major companies in the Aberdeen area and from across the world.

ASET has taken steps to introduce new courses which reduce its dependency on the oil and gas industry. Examples of new courses include training for the public transportation industry. As part of its measures to reduce its dependence on North Sea oil and gas activities, the company increased the proportion of its work undertaken for the oil industry outwith the North Sea, in the Middle East, the Far East, Brazil and Canada.

Employer Views on the College's Services

In response to the survey of the opinions of the employers who use the College to train their staff, the following levels of satisfaction were recorded:

- Each course you use meets your needs 92%
- The equipment used for training your employees is appropriate 96%
- Information about the College and its courses is helpful 93%

CLIENT SATISFACTION

Client Surveys

In session 2000-2001 the College served over 23,000 individuals, over 1,300 employers, and 110 community locations throughout the North-East of Scotland. To ensure that it met a very wide range of diverse needs, by providing a quality service, surveys of student and employer satisfaction, using anonymous standard questionnaires, were carried out during the year. This is the tenth successive year following the foundation of the College that such surveys have been undertaken. Results indicated that teaching in the College continued to be purposeful, effective and responsive to client needs, and that the educational approaches were appropriate and varied.

The following information offers an overview of student satisfaction levels during the review period:

• I felt that I was treated fairly and given equal opportunities	96%
• Teaching materials (e.g. handouts) were well-produced	92%
• Teaching materials were up-to-date and effective	90%
• The course overall met my needs	89%
• I felt that I was treated as an individual	93%
• I felt that teaching was effective	93%
• I experienced a variety of learning and teaching methods	94%
• My learning was assessed fairly	95%
• Extra help was given willingly if I needed it	94%

The survey of employer clients recorded the following levels of satisfaction:

• The courses on offer take account of the previous knowledge and skills of your employees	87%
• Each course you use meets your needs	92%
• The content of each course is relevant and up-to-date	88%
• Each course is available at times and in places which suit your organisation	78%
• Each course is well planned, e.g. components are well sequenced	88%
• Information about the College and its courses is easy to obtain	94%
• Information about the College and its courses is helpful	93%
• The range of courses on offer meets your needs	91%
• The standard of premises and facilities is satisfactory	93%
• The equipment used for training your employees is appropriate	96%

Analysis of Complaints in 2000-2001

As the first Scottish college to achieve the Charter Mark, Aberdeen College takes all comments seriously and uses feedback from students and employer clients to inform future policy and practice. The College's customer care services include formalised

arrangements for handling complaints, using an external contractor who investigates all complaints. Together with information on customer satisfaction and suggestions, complaints are monitored by the Board of the College and are vetted annually by a team of College chaplains.

The College received a total of 145 complaints during the year (compared with 97 in 1999-2000 and 81 in 1998-1999). The figure represented 0.32% of enrolments (0.25% in 1999-2000).

When analysing complaints received, the College distinguishes between two types of service: the first comprises the education and training services provided directly to students (mainly tuition); the second encompasses a range of supporting services - including guidance and advisory services, catering, administration services, and student funding. The support services are further sub-classified into support services directly provided by the College and those which have been contracted out.

Summary of Complaints - 2000-2001

	1997-8	1998-9	1999-0	2000-1
• Educational services and facilities	78	60	68	96
• Supporting services provided by the College	39	13	18	34
• Supporting services provided by other providers	9	8	11	15
TOTAL	126	81	97	145

Educational Services and Facilities

96 of the 145 complaints were in this category (68 in 1999/00). They were as follows:

- 21 complaints were about timetabling arrangements, or course cancellation, or change of lecturer (22 in 1999/00)
- 35 concerned the delivery of courses - the teaching provided, or the conduct of teaching staff (19 in 1999/00)
- 2 were on the standards of equipment or accommodation (3 in 1999/00)
- 9 criticised information provided about, or communication relating to, courses (7 in 1999/00)
- 16 were about assessment and/or certification arrangements or outcomes (5 in 1999/00)
- None were about course content (6 in 1999/00)
- 6 were complaints about booking/enrolment administration (2 in 1999/00)
- 2 related to interviews/appointments (2 in 1999/00)
- There were 2 complaints about the Information Technology Centre (2 in 1999/00)
- There were 3 complaints about the behaviour of students within the College (0 in 1999/00).

Support Services

Of the 145 complaints received, 49 were in this category (29 in 1999/00). Sub-dividing the total of 49, 34 complaints concerned services provided directly by the College (18 in 1999/00), 15 were about contracted-out services (11 in 1999/00).

Directly-provided Services

Complaints about services directly provided by the College were as follows:

- 13 were on facilities, equipment and rooms (12 in 1999/00)
- There were no complaints about parking arrangements (0 in 1999/00)
- There were 6 complaints about general College information (0 in 1999/00)
- 10 were on College invoices/refunds or payments (5 in 1999/00)
- There were 2 complaints on the administration of bursaries (1 in 1999/00)
- There were 2 complaints on health and safety issues (0 in 1999/00)
- There were no complaints about childcare provision (0 in 1999/00).
- There was 1 complaint about services for people with disabilities (0 in 1999/00).

Contracted-out Services

Complaints received about services contracted-out were as follows:

- 13 were about College catering arrangements (7 in 1999/00)
- 2 complaints concerned the College security service (2 in 1999/00)
- There were no complaints on janitorial provision (1 in 1999/00)
- There were no complaints about transport (1 in 1999/00).

Resolution of Complaints

The College recognises that one of the most effective approaches to ensure a continuing improvement in quality of service is to welcome complaints and, thereafter, to investigate fully and make whatever changes require to be made. The College encourages the people it serves to make their views known, in the knowledge that, when they do, it will tend to indicate that people have confidence in the organisation that their views will have a positive effect.

As a result of complaints received the following are some of the actions taken or responses which were conveyed:

- Changes made to timetables
- Lecturer to be counselled regarding discipline
- Anti computer-virus measures introduced
- Fees refunded
- Lecturer's attendance to be monitored
- Additional time made available for class
- Windows sealed to reduce draughts
- Hot breakfast items to be batch-cooked to prevent food drying out under hot lights
- Arrangements made for son to attend extra class
- Alternative arrangements to study by open learning
- Doors to remain locked in position to facilitate wheelchair access
- Experienced lecturer to support class.

The College appreciates the assistance of College Chaplains who gave freely of their time to scrutinise the manner in which complaints were dealt with. They actively monitor the College's compliance with required standards. The Chaplains recorded their view that the complaints process had operated very effectively during the session.

Compliments

The College receives appreciative comments from students in unsolicited letters. Among the comments received during the session were the following:

"I was really very impressed by your class and teaching methods and I have sung your praises to many people."

"In closing I would wholeheartedly recommend this course to anyone wishing to make the first steps towards..."

"Thank you for your prompt response..."

"Thank you very much for your support during my studies for entrance to university."

"To sum up, I'd like to thank you for making my time at college as enjoyable and informative as possible. Without such an understanding class lecturer as yourself, I honestly believe that I would have dropped out from the course long ago..."

"We were very impressed by the facilities and the organisation and will certainly recommend you to anyone else..."

"Thank you for being all that a lecturer should be: kind, honest, trustworthy, disciplined and easy going (to some extent!)."

"...were very impressed by the college and we picked up quite a few ideas which may find their way into the management of this college."

"I can confirm... our new tutor is excellent... thank you for your letter and your time relating to this matter, it is very impressive to have correspondence of any kind dealt with so efficiently."

"...I am writing to thank you and your staff for the wonderful co-operation, organisation and help received from various sectors of the College."

"We are most appreciative of your support..."

"Coming into college... gosh it's the best move I ever made."

TRANSACTIONS WITH THE BOARD OF MANAGEMENT

Due to the nature of the College's operations and the composition of its Board of Management (being drawn from local public and private sector organisations), it is inevitable that transactions will take place with organisations in which a member of the College's Board of Management may have an interest. All transactions involving organisations in which a member of the Board of Management may have a material interest are conducted at arm's length and in accordance with normal project and procurement procedures.

Transactions during the year with non-public bodies in which a member of the Board of Management has an interest and which in aggregate exceeded £5,000 are noted below:

Member	Company	Type of Contract	Expenditure 2000-01
Mr A F Schmitz	Blackwell's Bookseller	Purchase of Materials	£8,320
Mr R Angus	Offshore Petroleum Industry Training Organisation	Supply of Training	£145,995
Mr R Angus	Engineering Construction Industry Training Board	Supply of Training	£543,973

(Mr A F Schmitz resigned from Blackwell's Bookseller's at the end of September 2000).

The College had transactions during the year or worked in partnership with the following publicly funded or representative bodies in which members of the Board of Management hold or held official positions.

Member	Organisation	Position
Mr R Angus	Aberdeen Safer Communities	Elected Member
Mr J G Graham	Northern College	Chairman
Cllr J Wyness*	Aberdeen City Council	Elected Member
A Cameron	Aberdeenshire Council	Elected Member
Mrs C Allon**	Grampian Careers	Chief Executive

* Resigned September 2000

** Resigned September 2001

In addition the undernoted individuals were Members of the Board of Management during the year and had no significant transactions with the College: Mr D G Morgan, Mrs M Donald, Mr W Lawson, Mr S Matthew, Mrs D Morgan, Ms A Morrison, Mrs J Orskov, Mr P Hannan, Mr J MacDonell and Mr G Watt.

Related Party Transactions

The Board of Management of Aberdeen College is a body incorporated under the Further and Higher Education (Scotland) Act 1992 sponsored by The Scottish Further Education Funding Council (SFEFC).

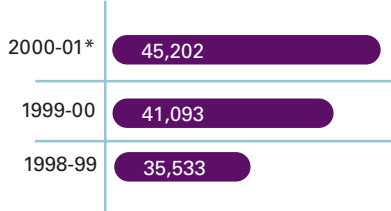
SFEFC is regarded as a related party. During the year Aberdeen College had various material transactions with SFEFC and with other entities for which SFEFC is regarded as the sponsor department including Students Awards Agency for Scotland, Scottish Enterprise Grampian Limited and a number of other colleges and higher education institutions.

In addition Aberdeen College and its subsidiary companies had a small number of transactions with other Government Departments and other central government bodies. The most significant of these transactions was with the Scottish Executive Rural Affairs Department and the former Scottish Office Agricultural, Environment and Fisheries Department.

summary data

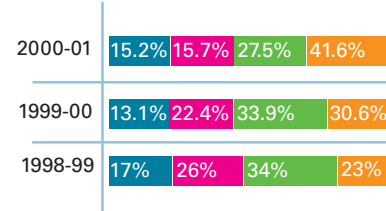
ENROLMENTS

Total Enrolments (Full-time & Part-time)

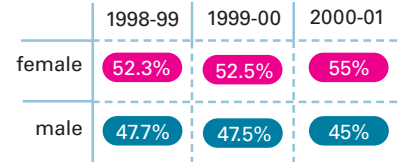


AGE STRUCTURE

Student Population - 1998-01



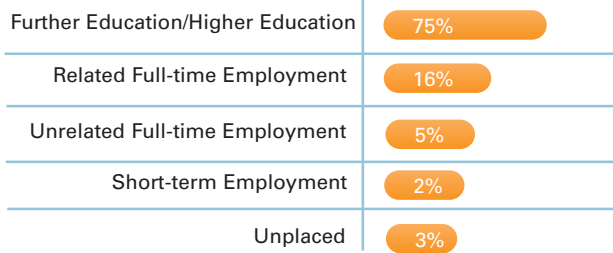
GENDER MIX 2000-01



*The figure for the period 2000-01 is an estimate.

under 18 18-25 26-40 over 40

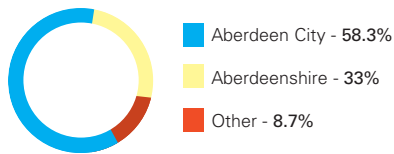
STUDENT DESTINATIONS



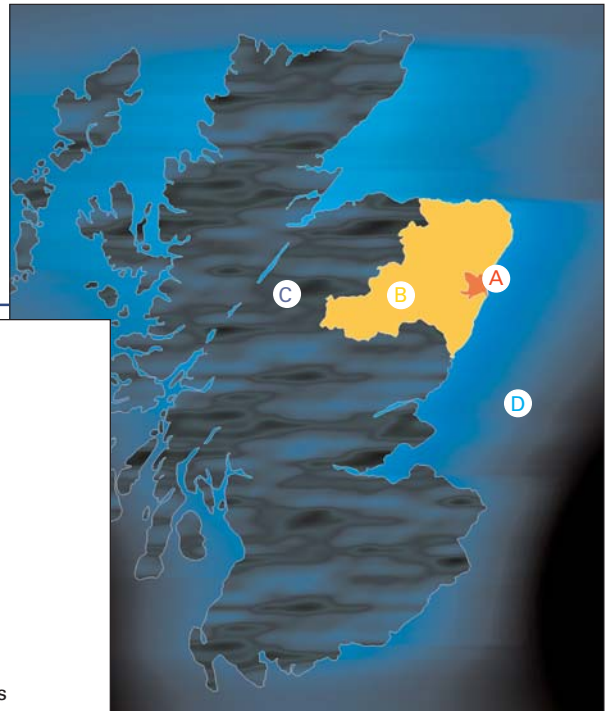
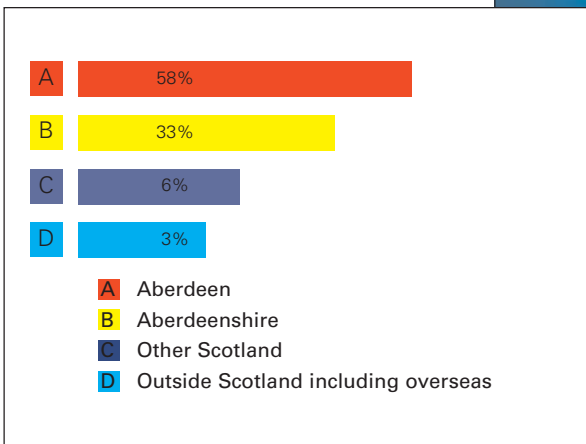
Student Destinations

(percentage) - Number of full-time students responding to survey = 2,550

STUDENT ORIGINS 2000-01



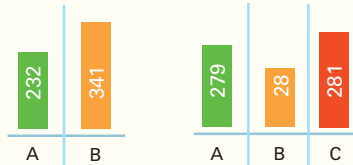
STUDENT ORIGINS: DISTRIBUTION ACCORDING TO POSTCODE



summary data

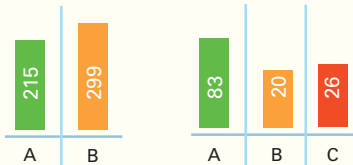
PERFORMANCE MEASURES

STAFF 2000-01 - Typical Employment Levels
number of people - 1,161



permanent employees temporary contractors

FULL-TIME equivalents - total - 643



permanent employees temporary contractors

A Lecturing B Support Staff C Evening Class

STUDENT STAFF RATIO

2000-01 15.2 : 1

1999-00 16.0 : 1

1998-99 16.0 : 1

definition & comment

The measure is obtained by dividing the number of taught student hours by maximum potential lecturer hours available in the period.

RETENTION RATES

number of students staying on courses

Full-time 83%

Part-time 93%

LEVEL OF STUDENT ACTIVITY - Weighted SUMs for fundable activity

2000-01 141,354

1999-00 139,137

1998-99 133,801

Definition and Comment - This review employs standard national measures which are, necessarily, of a technical nature and need further explanation:

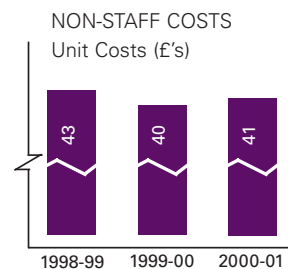
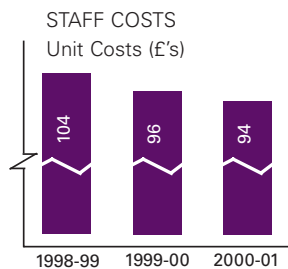
'Student Unit of Measurement' - (SUM) - This is a unit of measurement comprising 40 taught student hours (the equivalent of one student attending for 40 hours - the most common length of a module of study).

'Weighted Sum' - (w SUM) - Some courses of study require more college resources than others so, because SUMs are used for funding purposes, the Scottish Further Education Funding Council 'weights' different courses. This means that resource-intensive courses get additional funds to cover their higher costs. Examples are agricultural courses and courses for students with special educational needs.

What Employers Thought: 1999-2001 (percentage satisfied)	2001	2000	1999
Information about the College and its courses is easy to obtain	94%	95%	97%
Information about the College and its courses is helpful	93%	95%	98%
The courses on offer take account of the previous knowledge and skills of your employees	87%	93%	87%
The content of each course is relevant and up-to-date	88%	93%	94%
College Health and Safety policy is effective	97%	98%	95%
College premises are well signposted and easy to access	95%	91%	89%
The standard of premises and facilities is satisfactory	93%	96%	93%
The equipment used for training your employees is appropriate	96%	95%	93%

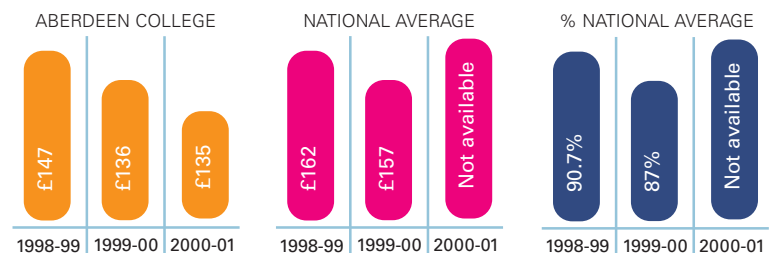
What Students Thought: 1999-2001 (percentage satisfied)	2001	2000	1999
Introduction to the College/course was good	92%	89%	83%
As far as I know, records held about me are accurate, eg. attendance, assessments	93%	92%	94%
I felt that teaching was effective	93%	90%	86%
Extra help was given willingly if I needed it	94%	91%	90%
Library facilities were satisfactory	92%	91%	88%
Generally, I was able to use College facilities when I needed them	94%	92%	90%
Information about the College and its courses was helpful	94%	93%	93%
I felt that I was treated as an individual	93%	89%	89%
Teaching materials (e.g. handouts) were well-produced	92%	88%	86%

ANALYSIS OF COSTS



COSTS PER UNIT OF STUDENT ACTIVITY

Unit cost per Weighted SUM (Deflated)



- The figures demonstrate that Aberdeen College has a record of achieving efficiency gains and has a significantly lower cost base than the Scottish average.
- Figures are stated at 1995 prices.

summary data

The statistics in these tables refer to Further Education Courses (National Certificate or equivalent courses including SCE Highers) and Higher Education Courses (Higher National Certificate Courses or above). The tables indicate the success rates of students for the academic year 1999/00, and shows the numbers of units of study 'passed', as a percentage of the number of units of study completed. For example, if 100 units were completed and 80 were completed successfully (i.e. 20 were not completed successfully) the 'pass rate' is shown as 80%.

Summary by Sector	Units Completed 1999-00	Units Achieved 1999-00	% Pass Rate 1997-98	% Pass Rate 1998-99	% Pass Rate 1999-00
1999-2000 FURTHER EDUCATION UNITS					
Academic Support	2,665	2,537	N/A	94%	95%
Art, Design & Construction	6,200	5,414	93%	90%	87%
Business Studies	1,736	1,454	82%	89%	84%
Communication, Language & Media	1,461	1,064	84%	81%	73%
Engineering Technologies	6,558	5,638	83%	85%	86%
Office Technology & Computing	4,150	3,054	85%	87%	74%
Rural & Recreation Studies	4,901	3,820	93%	86%	78%
Service Industries	2,904	2,584	87%	87%	89%
Social Studies	8,289	7,143	90%	84%	86%
Overall	38,864	32,708	88%	87%	84%
<i>Programmes leading to further education qualifications are made up of individual subjects or units of learning.</i>					
1999-2000 HIGHER EDUCATION UNITS					
Academic Support	580	572	N/A	98%	99%
Art, Design & Construction	3,530	3,300	95%	95%	93%
Business Studies	5,888	5,474	96%	96%	93%
Communication, Language & Media	2,464	1,957	89%	84%	79%
Engineering Technologies	4,313	3,543	83%	91%	82%
Office Technology & Computing	3,523	2,816	90%	89%	80%
Rural & Recreation Studies	2,911	2,448	95%	84%	84%
Service Industries	1,615	1,414	90%	92%	88%
Social Studies	2,214	1,994	89%	91%	90%
Overall	27,038	23,518	92%	91%	87%
<i>Programmes leading to higher education qualifications are made up of individual subjects or units of learning.</i>					
1999-2000 ALL FURTHER & HIGHER EDUCATION UNITS					
Academic Support	3,245	3,109	N/A	95%	96%
Art, Design & Construction	9,730	8,714	93%	92%	90%
Business Studies	7,624	6,928	93%	94%	91%
Communication, Language & Media	3,925	3,021	86%	83%	77%
Engineering Technologies	10,871	9,181	83%	87%	84%
Office Technology & Computing	7,673	5,870	87%	88%	77%
Rural & Recreation Studies	7,812	6,268	93%	86%	80%
Service Industries	4,519	3,998	88%	89%	88%
Social Studies	10,503	9,137	90%	86%	87%
Overall	65,902	56,226	89%	89%	85%
<i>Programmes leading to all further and higher education qualifications are made up of individual subjects or units of learning.</i>					

summary data

The statistical data presented in this appendix are published in accordance with the requirements of the Scottish Further Education Funding Council.

EMPLOYERS SATISFACTION

Comparative figures from the surveys carried out in May 2000 and May 1999 are provided in brackets.

Population size: 1108
 Questionnaires distributed: 1108
 Questionnaires returned: 173
 Return rate: 15.6%
 Returned questionnaires as a percentage of population: 15.6%
 Margin of error overall \pm 6.5% @ 95% confidence level

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Overall	23% (24%) (23%)	63% (65%) (64%)	10% (9%) (10%)	4% (2%) (3%)
By section:				
Information and guidance	24% (23%) (24%)	55% (58%) (56%)	15% (14%) (14%)	6% (5%) (6%)
Courses and teaching	14% (22%) (18%)	71% (68%) (69%)	11% (9%) (10%)	4% (1%) (3%)
College facilities	31% (27%) (27%)	65% (69%) (65%)	3% (5%) (7%)	2% (0%) (1%)

STUDENT SATISFACTION

Population size: 20126
 Questionnaires distributed: 4000
 Questionnaires returned: 2167
 Return rate: 54.2%
 Returned questionnaires as a percentage of population: 10.7%
 Margin of error overall \pm 4.3% @ 95% confidence level

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Overall	54% (35%) (36%)	35% (50%) (46%)	8% (12%) (13%)	3% (3%) (5%)
By section:				
Information and guidance	49% (30%) (28%)	38% (51%) (46%)	9% (14%) (17%)	4% (5%) (9%)
Courses and teaching	56% (37%) (40%)	34% (49%) (45%)	8% (11%) (11%)	2% (3%) (4%)
College facilities	57% (38%) (39%)	32% (49%) (46%)	7% (10%) (11%)	4% (3%) (4%)

contact numbers

• Principal & Chief Executive of Aberdeen College	Rae Angus	Tel	612148
Vice Principals and Directors			
• Director of Human Resource Management & Development	Alison Hay		612134
• Director of Finance & Administration	Roddy Scott		612122
Associate Principals			
• Associate Principal (Curriculum & Student Services)	Rob Wallen		612355
• Associate Principal	Teresa Welsh		612333
• Associate Principal	Sandra Walker		612282
• Associate Principal (Student Administration)	Anne Irvine		612081
Sector Managers			
• Art, Design & Construction	Ken Price		612150
• Business Studies	Helen Gill		612393
• Communication, Language & Media Studies	David Beattie/Linda Trotter		612325/096
• Engineering Technologies	Peter Crowther		612663
• Office Technology & Computing	David Brooks		612113
• Rural & Recreation Studies	Robert Bellfield		612776
• Service Industries	Maureen Simpson		612188
• Social Studies	Susie Fraser (acting)		612181
Other College Personnel			
• Corporate Business Development Manager	Graham Beattie		896196
• Head of Publicity & Marketing	Andy Dewar		612268
• Marketing and Media Manager	Rhonda Fraser		612221
• Head of Quality Assurance	Bill Rattray		612290
• Lifelong Learning Manager	Allan McKimmie		612217
• Head of Student Support Services	Margaret McDougall		612265
• Student Development Centre Manager	Pat Geddes		612164
• Head of Online Learning & Information Services	David Morley		612295
• Head of Educational Programmes & Curriculum Support	Sandra Allan		612590
• Community Outreach Co-ordinator	Chris Aldred		612597
• APL Co-ordinator	Colin Mowat		612599
Other Useful Numbers			
• College Switchboard			612000
• Business Development Unit			612000
• Student Development Centre and Access Centre			612164
• IT Centre			612260
• ASET			896196
• Open Learning			612602/3

The national telephone code for Aberdeen is 01224. If telephoning the College from overseas, dial UK Country Code +44 1224 612000. Minicom: 01224 612163. E-mail: enquiry@abcol.ac.uk Web Site: www.abcol.ac.uk/

The Aberdeen College ANNUAL REVIEW 2001 was designed by the College Publicity and Marketing Team.
Project Management: Andy Dewar • Project Design: Jo Humphries, Ian McDougall.