

FOR SCOTLAND'S COLLEGE SECTOR

reach



College
Development
Network

Leading
Creating
Sharing

Winter/Spring 2018

Hungry for new skills

How colleges can feed
the needs of the food
and drink sector p08

Best of both worlds

The benefits of combining
college and university
experiences p12

Classroom code

College students
deliver coding clubs
to secondary school
pupils p20

A view of the future

What is the reality behind technology
developments for learning and teaching?



reach

Winter/Spring 2018

Editor

Wendy Grindle
wendy.grindle@cdn.ac.uk

Assistant Editor

Lauren Hendrick
lauren.hendrick@cdn.ac.uk

Front Cover:

© West Lothian College,
Food Science student

Reach is produced by Connect Publications (Scotland) Limited on behalf of College Development Network

CONNECT

ENGAGEMENT IS EVERYTHING
Studio 2001, Mile End
12 Seedhill Road
Paisley PA1 1JS

Tel: 0141 561 0300

Web: www.connectcommunications.co.uk

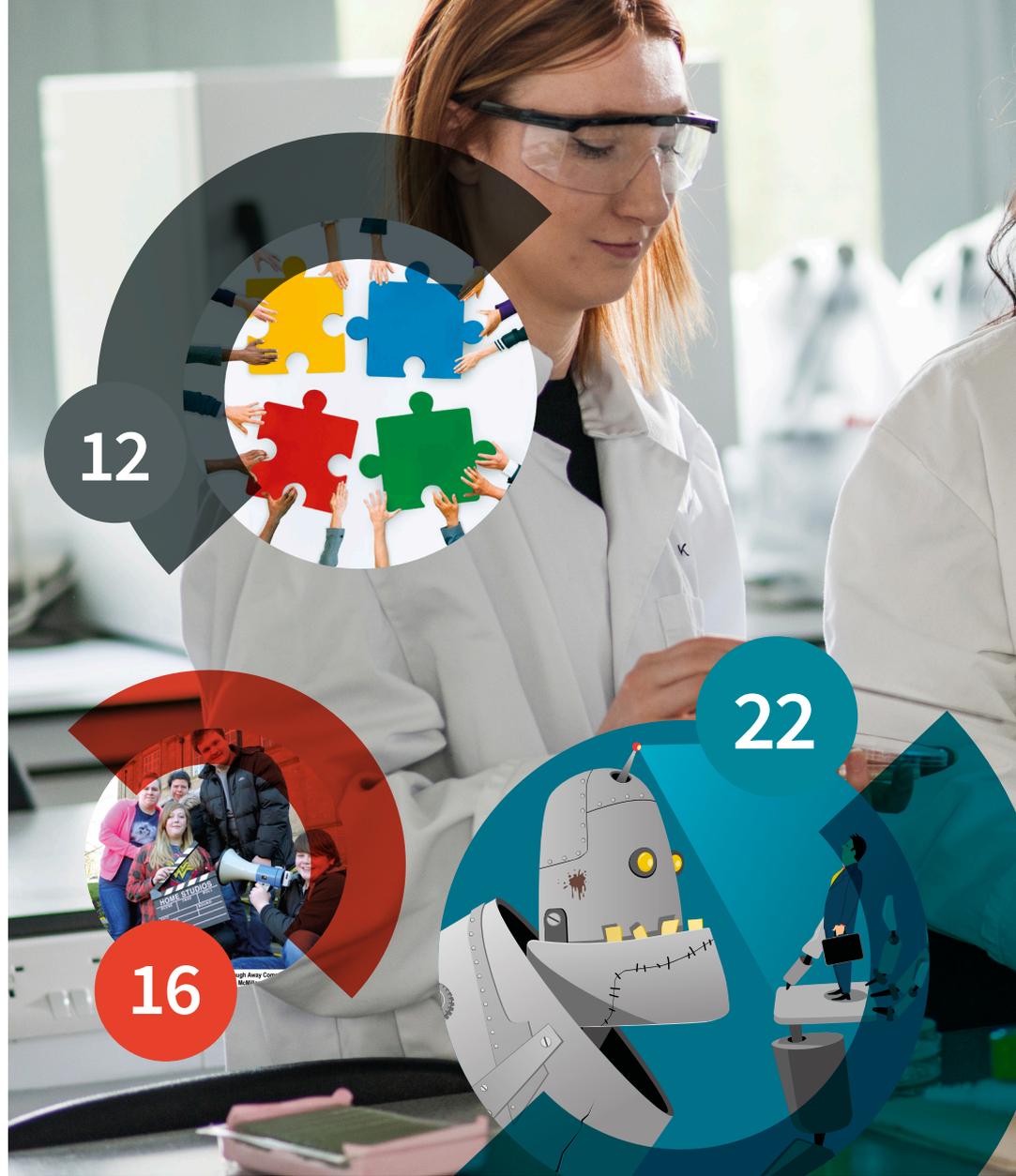


College Development Network
Airthrey Castle
University of Stirling
FK9 4LA

E-mail: info@cdn.ac.uk

Web: www.cdn.ac.uk

Company Limited By Guarantee
Registered in Scotland No: 143514
Scottish Charity No. SC021876
VAT No. 617148346



Contents

ROUND-UP

04 Key updates

Highlighting key projects and initiatives.

INDUSTRY SPOTLIGHT

08 Food and drink

A wealth of vocational opportunity is offered by this growing sector.

WIDENING ACCESS

12 Integrated degrees

The benefits of combining college and university experiences.

THOUGHT

15 Fostering a research community

A new research community for the college sector.

EQUALITY AND DIVERSITY

16 Camera, lights, inclusion!

How a film festival became a route to success for supported education.

REGIONAL CURRICULUM

18 Prepared to care

An employer-led education programme for health and social care.

INNOVATION

20 Coding in the classroom

College students deliver coding clubs for secondary school pupils.

THE LAST WORD

22 Are robots taking our jobs?

Exploring future skills.



8

People tend to hear the word 'food' rather than 'science'. But these days a lot of the [food and drink] industry involves science and technology.



College Development Network (CDN) has moved to **Airthrey Castle, University of Stirling, Stirling FK9 4LA**

Welcome

I AM delighted to welcome you to the very first issue of **Reach** – the magazine for everyone working in or with Scotland's college sector. At the end of the last session we asked college staff how we could enhance our newsletter. College colleagues told us they'd like a publication for and about the college sector – **Reach** magazine is the result. It provides college staff a platform to share ideas and good practice with the sector.

This first issue is packed full of innovation, inspirational stories, informative features and thought-provoking opinion. The vocational pathways offered by the food and drink industry are explored in our cover feature (page 8), and working with industry is also covered with an employer-led approach



to curriculum for the care sector (page 18). Find out how learning and teaching was flipped by West College Scotland when students turned to teaching coding (page 20). Technology also finishes this issue with a challenging thought piece which looks at skills in the light of technological advances.

I hope that you find **Reach** an enjoyable and interesting read. Please let us know (marketing@cdn.ac.uk) if you'd like to see something in particular covered in the next issue.

Jim Metcalfe, Chief Executive, College Development Network (CDN)

College colleagues told us they'd like a publication for and about the college sector – **Reach** magazine is the result. It provides college staff a platform to share ideas and good practice with the sector.



Round-up



➤ **Your Profession**
 ➤ **Your Standards**
 ➤ **Your Voice**

College Development Network (CDN) is working in partnership with the Scottish Government to undertake a fundamental review of the Professional Standards for Lecturers in Scotland's colleges.

This is a fantastic opportunity to review and update the Standards and to develop an ambitious framework that will set out the competencies required for lecturers to deliver outstanding services to learners. The ambition is to ensure that the Standards are fit for the needs of college lecturers and students today, and into the future.

The modernisation of the Standards will embed the rapid changes seen across the learning

and teaching landscape in recent years. It will also address advances made in technology and consider what that means for today's practitioners and learners.

CDN is the guardian of the Professional Standards, which are owned by the Scottish Government. They consist of Initial Standards, which underpin the Teaching Qualification in Further Education (TQFE), and a suite of Continuing Professional Development (CPD) Standards. The Initial Standards were revised in 2012 and the CPD Standards remain unchanged since their introduction in 2006.

The review will be guided by the Professional Standards Review Steering Group, which is chaired by Mhairi Harrington OBE,

Principal of West Lothian College. The Steering Group, along with the Project Team, has agreed an ambitious approach to the review with a wide-ranging consultation process. This includes an online survey, a series of focus groups and in-depth interviews involving college staff and key stakeholders. The Steering Group is working to develop a vision and a set of values which will be the basis of the Standards.

Mhairi Harrington, said: "The college sector places a great deal of value in developing highly professional staff and sees this review as an excellent opportunity to match our new Standards with the future needs of learners and stakeholders."

We are keen for as many people to contribute to the consultation, especially college lecturers.

GET INVOLVED

Keep an eye on www.cdn.ac.uk,
 @ColDevNet and College Development Network. For further information contact candy.munro@cdn.ac.uk

TIMELINE

January 2018
 The online survey will be launched along with the focus groups and interviews.

February 2018
 The online survey, focus groups and interviews will close mid-February.

March 2018
 The Steering Group will be presented with the research results for consideration.

April 2018
 The new Professional Standards will be presented to the Steering Group in late April for approval.

Summer 2018
 The new Standards will be launched.

The college sector places a great deal of value in developing highly professional staff and sees this review as an excellent opportunity to match our new Standards with the future needs of learners and stakeholders.

This experience is also different from my usual college week and it will be a great addition to my CV for future employment [Page 21](#)

TECHNOLOGY

A vision of things to come

Kenji Lamb considers learning and teaching innovation

should be more excited about virtual reality (VR) and augmented reality (AR); the problem is, I've been burned before, starting with the Nintendo Virtual Boy. I'd seen the future a decade before when I'd seen *Tron* in the cinema, so expectations were running high.

Turned out, I was going to have to wait a little longer (https://youtu.be/1Cu_9YPLuFk). And that was really the first in a series of disappointments: Second Life (remember that?), 3D televisions, and a stream of *Horizon* reports promising virtual transformation.

The thing is, the potential for learning and teaching is there. In the '60s, Edgar Dale (<http://bit.ly/2z6RzZY>) explained that we remember up to 20 per cent of what we hear, 30 per cent of what we see, and 90 per cent of what we do. If VR lets us experience the knowledge we gain and apply the skills we learn, then that's something I want for my students.

So, what do we have in 2018? Microsoft introduces its new Mixed Reality standard, driving down prices of VR headsets, and Google continues to define economy through its Cardboard platform. AR, where we add a digital layer of information over a real-world view, is accessible via most mobile devices.

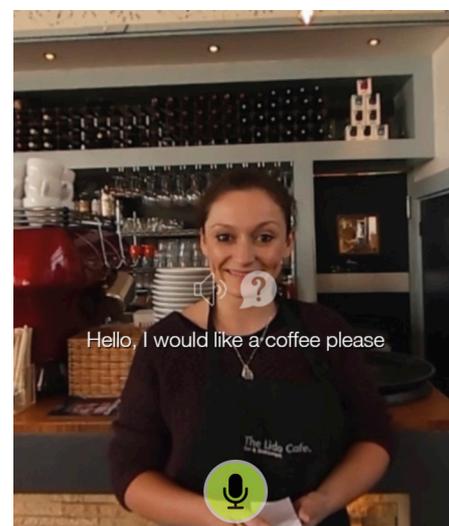
The hardware is improving then, but what of the content? Well, examples are out there:

- Fife College picked up a Digital Education Award for its immersive Hybrid Reality (iHR) system, which enables wind turbine maintenance trainees to experience working at height without any of the risk.
- New College Lanarkshire has been experimenting with a Google Glass clone which allows hospitality students to access media and instructions in real time as they prepare food in the kitchen. Ask Chris Jack to give you a demonstration – it's impressive.

- At an Ayrshire College TeachMeet, Russell Wilson introduced me to Elements 4D – a free set of AR resources that let you combine different periodic elements using printed blocks and view the effects. For those who want to peer under the skin, there's also an Anatomy 4D app (<http://anatomy4d.daqri.com>).

- For an ESOL event at Dundee and Angus College, we had a look at ImmerseMe, an early prototype of language practice in a 360° environment with sophisticated speech recognitions and branching pathways. It's not free, but you can ask CEO Scott Cardwell for a demo (<https://immerseme.co>).

So, am I over my Virtual Boy experience? No, not quite, there are still issues with access to devices, cost and depth of content, but I'm still holding out for my light cycle.



Kenji Lamb is Lead, Digital and Innovation at College Development Network (CDN).

...we remember up to 20 per cent of what we hear, 30 per cent of what we see, and 90 per cent of what we do.

Governance matters



Colleges make a significant difference to many people's lives and to the economy, which is why good governance is vitally important to the college sector. It is also a key strategic priority for the Scottish Government, as evidenced in the report of the *Education Secretary's Task Group on Good College Governance*, published in 2016, and the subsequent Scottish Government consultation on Good College Governance.

Over the last two years, CDN has been actively supporting good governance in the sector through the CDN Board Development Programme. It is an expectation that all college board members participate in the *National Board Induction Workshop*, which is run regionally and at CDN's premises in Stirling.

In response to feedback from the sector, CDN has also delivered a range of other training and networking workshops, some in partnership with colleagues at the Scottish Government Public Bodies Team, including:

- Board Induction Workshops
- Workshop for Student Board Members
- Workshop for Staff Board Members
- Financial Stewardship for Board Members
- Annual College Board Members' Conference
- Workshop for Learning and Teaching Committee Members
- Online training for Remuneration Committee Members
- Networking Day for Chairs of Audit Committees.

FOR FURTHER INFORMATION

Please speak to your Board Secretary or go to: <http://ow.ly/V5YY30gulfy>

LEGISLATION



College duty to publish sign language plans

The British Sign Language (BSL) (Scotland) Bill was passed as an Act in the Scottish Parliament, which places a duty on Scottish Ministers to promote the use and understanding of BSL by preparing and publishing BSL National Plans.

Scotland's first ever BSL National Plan was published on 22 October 2017. It is a six-year plan, running from 2017-23, with a progress report being made roughly half way through.

The legislation states that listed public bodies – such as colleges, universities, NHS health boards, Police Scotland and local councils – must publish their own plans by October 2018, in consultation with their local deaf community.

The BSL National Plan has 70 actions across ten long-term goals. These actions have been set out to improve accessibility and inclusion within society for D/deaf and deafblind individuals. The progress report may amend or add to these actions.

Alison Hendry, Participation Officer at Deaf Action in Edinburgh, has a remit to provide support to colleges and universities around Scotland. Deaf Action is part of a consortium funded by the Scottish Government to support the implementation of the BSL National Plan and subsequent

Local Authority plans. Colleges and universities will need to consult with D/deaf and deafblind communities within their respective regions when preparing plans prior to publication in October 2018. CDN is working with Alison to provide support to colleges through this process.

FOR FURTHER INFORMATION

CDN has launched a new online course 'Including Students who are Deaf, Visually Impaired, or Deafblind.' This course introduces strategies that colleges can use to ensure that students who are deaf and/or visually impaired have equality of access to further education. Find out more at: <http://ow.ly/8Po230h4orS>



Made the grade

THE CDN College Awards recognise the talent, skills and achievements of colleges, their staff and learners. They provide a valuable opportunity to celebrate the innovation taking place in colleges across the country. The Awards showcase the impact the sector is having – every day – for our learners, communities and the wider economy.

BBC Scotland's Sally Magnusson was a wonderful host for the awards ceremony, and entertainment was provided by talented student musicians and dancers from

Edinburgh College. The guest speaker was Shirley-Anne Somerville, MSP, Minister for Further Education, Higher Education and Science. West Lothian College provided guests with delicious table favours as a memento of the evening.

Congratulations to all winners and those who were shortlisted.



Student Citizenship Award

Winner: Scott Guthrie, Dundee and Angus College (Accepted on his behalf by Fiona Muhsin)
Highly Commended: Carolann Burns, New College Lanarkshire
Commended: Kayleigh Haggio, Ayrshire College



Developing a Regional Curriculum Award

Winner: Ayrshire College
Highly Commended: Fife College
Commended: Glasgow Region



Health Promoting College Award

Winner: West College Scotland
Highly Commended: University of the Highlands and Islands (UHI)
Commended: Forth Valley College



Employer Connections Award

Winner: Moray College UHI
Highly Commended: Ayrshire College
Commended: West Highland College UHI



Essential Skills Award

Winner: North East Scotland College
Highly Commended: Glasgow Clyde College
Commended: Dundee and Angus College



Digital Education Award

Winner: Fife College
Highly Commended: Inverness College UHI
Commended: West College Scotland



Inclusive College Award

Winner: Dundee and Angus College
Highly Commended: Glasgow Clyde College
Commended: Ayrshire College



Innovative College Award

Winner: West College Scotland
Highly Commended: Ayrshire College
Commended: Dundee and Angus College





Growing appetite of food and drink sector is huge opportunity for colleges

Scotland's food and drink sector is a massive success story. It employs some 115,000 people and generates annual sales of more than £14 billion. Growth has been remarkable and this looks set to continue, with an ambitious target of £30 billion by 2030.

As the industry's value grows, so will job opportunities. Forecasts predict that over the next five years, another 27,000 people will be needed, and many of these jobs will be in higher skilled or professional positions.

For Scotland's colleges, this is both a challenge and an opportunity.

Food and drink is a vibrant, dynamic part of the economy, covering a massive range of disciplines from IT to nutrition and science. It can and does offer hugely rewarding and interesting careers with good salaries and benefits.

But there are issues too about producing new entrants to the sector who have the right skills. Part of the problem is one of perception: young people and their parents often view the industry in narrow terms, seeing it as offering only low-value jobs and little stimulus.

As one leading figure in the sector puts it: "It's quite a hard career choice for students when they keep being told that if they don't work hard and get good exam results, they'll be in hairnets and white wellies working on the production line in the local chicken processing factory."

A huge amount of work is being done, however, to dispel these outdated and insular notions. College Development Network (CDN) is one of the organisations working with the industry and taking the lead in working with Scottish colleges to engage with the sector.

At the same time, other bodies such as the Food and Drink Federation Scotland (FDFS) are working in schools and talking to colleges about educational pathways. Regional working partnerships have been established and new routes into the sector discussed.

These include the National Progression Award (NPA) in Food Manufacturing. This is a SCQF Level 6 qualification developed in four units with the help of producers. It examines many modern industrial processes and also looks at areas such as sustainability, safety, marketing and consumer impact.

[Continues overleaf >](#)



Food and drink industry key facts



Dynamic and growing - worth over £14bn



Scottish food and drink manufacturing growth rate twice the UK average



27,000 new job opportunities expected to emerge in the next ten years



114,700 people employed in farming, fishing, food and drink in Scotland in 2015



More than a third of people working in the food and drink sector are employed in skilled trade occupations



Continued from previous page >

CDN's own Food and Drink Network Steering Group has also worked with the Scottish Qualifications Authority (SQA) to modify the existing HNC/HND in food science and technology, updating it to make it more accessible and deliverable by colleges.

Members of the FDFS are also providing an input into this.

This sort of partnership – between educational and industry bodies, as well as companies and employers – is vital to widening the choice of courses and career options and meeting the needs of the sector.

Kate Mathieson, Subject Mentor Food and Drink for CDN, explains it is a broad part of the economy, encompassing areas such as farming, distribution, engineering, packaging, science and technology, with a long and complex supply chain.

“Our colleges have historically been exceptionally good at one end of the chain in areas such as hospitality, catering and tourism, but historically they have not offered many qualifications in other parts of it,” she says. “Young people who are interested in science and engineering have tended to miss college and go straight over to the higher education sector and a degree.”

Part of the challenge lies in the sheer breadth of the food and drink sector. “There is a definite recognition in colleges



Central to Scotland's economy – supporting the whole supply chain from farmers and fishermen to local consumers and visitors



96 per cent of registered businesses in the food and drink sector are small (micro) businesses employing fewer than ten people

of the importance of the supply chain. We are trying to embed the recognition in colleges that food and drink producers are looking for the next generation of young people.

"There's definitely a growing awareness of this, and we're mightily pleased about what has happened in the last four years or so.

"I'd encourage any college to pick up the phone to CDN and ask how they can get involved."

One college that is leading the way is West Lothian College, which already has an excellent reputation for its hospitality teaching and is now working to introduce science and technology in order to broaden its food and drink offering.

Colin Miller, Head of Service (External Engagement), says that this can be a challenge. "People tend to hear the word 'food' rather than 'science'. But these days a lot of the industry

involves science and technology. It's things like microbiology and food composition, hygiene and analysis.

"We have about 70 food and drink companies locally in this area alone and a lot of them are small to medium-sized enterprises. Employers tell us that there aren't enough people coming into the industry with science and technology knowledge and that not many colleges are working on this."

West Lothian College is addressing this through courses such as its HNC in food science and technology, though students enrolling for this do need a Higher in either chemistry or biology.

"We have struggled to get suitable people – we had five on the course last year and they all dropped out because of the science aspect. This year, we're working to get that knowledge up to a reasonable level first."

How is this issue addressed? "To an extent, it's about educating young people at school, telling them that there



To achieve our growth ambition we have to... attract new people from school, college, and university. There is a huge number of roles to fill, from the factory floor to the boardroom, but there still aren't enough people considering food and drink as a career.

are good careers available in the food and drink sector and that with good scientific qualifications they can progress in it. But that message has got to come from the employers as well."

James Withers is Chief Executive of Scotland Food and Drink, the industry body representing some 400 companies. It works in partnership with the Scottish Government and other organisations to help stimulate further growth.

"There is a lot of momentum behind the industry. We have a really good mix of businesses from small artisan companies through to multinationals and this is now our biggest sector in terms of exports.

"However, in order to achieve our growth ambition we have

to both invest in our current workforce and attract new people in from school, college, university and from other sectors. There is a huge number of roles to fill, from the factory floor to the boardroom, but there still aren't enough people considering food and drink as a career."

The need for skills has been made even more urgent by Brexit, James adds, as 40,000 people currently within the Scottish workforce are non-UK citizens. "At the same time, we are entering a new industrial revolution with developments such as artificial intelligence, technology and big data.

"We are doing a lot of work in colleges and universities and the FDFS is doing good work in schools. One of the things we need to look at is how we join things up from primary school right through further and higher education, and if we could do that better.

"I think that the colleges are doing a really good job, but the industry does need to swing in behind them. It has a large amount of responsibility too for career development. Are the major companies providing apprenticeships? Are they working enough with their local educational institutions? These are the questions we need to answer.

"However, I'm optimistic – absolutely. Few countries are better-placed to tap into the opportunities in food and drink than Scotland. We just need to pull together and collaborate properly to make sure that happens."



A degree of integration

Structured courses that bridge the gap between college and university are delivering significant benefits for students, the institutions and, ultimately, the Scottish economy

Integrated degrees recently became the focus of increased funding in Scotland. Relative newcomers to the Scottish education curriculum, they're designed to combine the benefits of college and university education, provide new ways for potential students to access the education they want, and address skills gaps in key Scottish economic sectors.

In general, students complete their first two years at college, gaining an HNC in year one and an HND in year two. They then complete their degree at university. They are, however, recognised as university students from day one, with access to all the resources that entails.

It's an approach that appears to be having positive results. We spoke with some of the people delivering – and studying – integrated degrees at Forth Valley College and the University of Stirling to find out more.

Forth Valley College works in partnership with the University of Stirling and the universities of Heriot-Watt and Strathclyde to deliver six integrated degree courses:

- BSc (Hons) Applied Biological Sciences
- BSc (Hons) Applied Computing
- BA (Hons) Heritage and Tourism
- BA (Hons) Digital Media
- BEng (Hons) and MEng Chemical Engineering.

We met University Partnerships Officer Muriel Alexander and three of the curriculum managers – Steph Toms (Digital Media), Fiona Jackson (Biological Sciences) and Jennifer Hogarth (Heritage and Tourism) – to talk about how the structure and content of the courses benefit everyone. We also spoke to Gavin Lee, Head of Policy and Planning at the University of

Stirling, which partners the college on four of the six integrated degrees.

CDN: Let's talk about how the integrated degrees work.

Muriel Alexander (MA): We've just started the fifth year of the integrated degrees. They're designed to create a better fit between Higher National Qualifications (HNQs) and university degrees, to minimise overlap and duplication in the curriculum. All the curriculum leaders meet across both institutions so everyone is aware of any changes to course content and can work together to develop an overall offering that works.

Steph Toms (ST): That's not to say we write bespoke modules – they're developed according to the SQA HN awards structure. They're practically-focused and cover a huge range of subjects – students can get through up to 20 subjects in their first two years.

Gavin Lee (GL): They're also targeted at four specific sectors where skills gaps have been identified. The aim is to deliver qualified, capable graduates who can fill those gaps.

Fiona Jackson (FJ): The courses deliver the benefits of a college education in the first two years. They're really broad-ranging but also focused on practicalities – in my case, for example, on lab skills. That gives the students a lot of confidence. They then go on to complete their degree at university.

MA: The universities actually do bridging



courses for their own students, to bring them up to speed on the practical side, and for the college students, to give them experience of the theoretical and critical analysis side. So there's an integrated approach to preparation for university for all the students, all the way through.

CDN: Why are these degrees a good option for the students?

ST: Some students feel that the more structured approach is going to work best for them. I've actually had people say they know the freedom of self-led study wouldn't suit them, that they'd be too busy having a good time to do the work!

Jennifer Hogarth (JH): I've heard that from students too. The younger ones can also find the idea of university daunting; they feel like they're too immature for that environment.

FJ: The extra support they get here helps all the students get used to the environment. We also offer mentoring – second-year students



Student profile

Alan Buchan, second-year BA (Hons) Heritage and Tourism

Alan Buchan has completed his first two years on the Forth Valley/Stirling University degree course in heritage and tourism. Currently on a study break, he spoke to us about his experiences, and how they've prepared him for the worlds of university and work.

"I spent ten years out of education, and I wanted to come back and get a degree," he said. "This course was my first choice. I could have gone to university, but this was what I wanted to do.

"It seemed like a better bet. Smaller class sizes, closer tuition — and it was. It's really built up my confidence. What I did at college during my first two years has more than prepared me for the move to university. It's set me up well for the university mindset."

For Alan, the key thing was increasing his employability. "The HNC and HND are set up to prepare us for employment," he said. "That holds a lot more weight with employers than a purely academic qualification.

"I worked with Famous Grouse Experience on a project to improve their retail unit. It went so well that profitability increased, and I was offered paid work. So that's given me great connections as well as great experience."

Although Alan's study break has seen his peers move ahead, it hasn't lessened his ties with them. "We talk to each other about our plans. It's a great support network," he said. "If I'd been at university, where the class sizes are bigger, would I have made and kept so many friends? Probably not."

Alan's experiences have been so positive that he feels he'll never forget them. "I feel part of the college because of the people here," he said. "I'm always going to have that. And I know the people at the college feel the same way."

help to support the first-years. The second-years consolidate what they've learned, and the first-years learn more effectively.

ST: It's a good option for those who might not have achieved the grades needed for entry into university, but who still want to study to degree level. A university couldn't consider a national certificate as an entrance qualification for traditional applicants. There's a general perception that there's less merit in those qualifications. But in terms of academic achievement, an HNC is equivalent to the first year of a traditional degree course. On these courses, NCs can ultimately enable progression to degree-level study.

MA: Our integrated courses acknowledge that parity of merit. And crucially, the Higher National qualifications and degree qualifications are robust and well understood by employers. In fact, the applied computing degree also provides Cisco accreditation, which greatly enhances the value of the qualification for both students and employers.

GL: It's a different way into higher education — and it's effective. There's fully integrated support from day one. That puts students on a path to success right from the start. We have a joint induction in first year, and a third-year conference that helps students to adapt to the environment and identify their support systems. All students have a personal tutor who helps with that, and gets students through what we call "flashpoints" — some, for example, really start to struggle a few months in. Above all, it's flexible. If the students decide the degree option isn't right, they have their HNC and HND — which is a positive outcome. We also see plenty going on to further studies. One of last year's graduates, for example, is going straight on to a PhD.

ST: Basically it makes the most of the strengths of each institution, delivering practical and vocational skills from the college side and critical thinking and analysis from the university side. It's essentially about providing a better choice for some types of learner — not a second choice, just a different one.

[Continues overleaf >](#)

Continued from previous page >

CDN: What's in it for the institutions?

GL: It helps to increase retention rates. Students have been supported from day one, which makes them more likely to succeed. That's good for both them and us.

ST: It's also bringing us a much broader range of students. Traditionally, we've attracted mostly local students. Now we're seeing applications from across the EU, because our courses are being promoted through UCAS. And that's something that's also good for our students in terms of broadening their education and experience.

MA: It can be an important vehicle for widening participation. Sometimes institutions can struggle to attract groups of students who are from traditionally under-represented areas – for example, where educational attendance and attainment levels may be lower, because those people don't have the necessary qualifications for traditional entry. This is a way of addressing that. It's a model of good practice, and one we'd like to keep moving forward and building capacity for.

GL: In our specific case, it's also about anchoring a partnership that has existed for a long time. We're now looking at more and more ways to work together, like research projects and knowledge exchanges. We're a single college/university region, so there's real scope here to develop that partnership and be more innovative than ever.

MA: On a practical level, our tutors are registered as university teachers, which gives them access to the extensive resources the University of Stirling has to offer – such as the library and research collections. Some of our tutors also teach from university premises, because that's where the students are based for specific modules, and that gives them access to university equipment, too.

CDN: We've talked about making graduates work ready. How do you make sure that happens?

FJ: We talk to employers to see what they need. When we were developing the biological sciences degree, we surveyed 48 life sciences companies to get an idea of employability requirements. We also work with industry associations to make sure the skills and knowledge we're teaching

Student profile

Zuzana Paleckova, second-year BSc (Hons) Applied Biological Sciences

Zuzana Paleckova attended an international school in Prague. She'd studied hard, but struggled against a feeling that her main subject – chemistry – wasn't what she wanted to be doing. When the results of her exams came in, that struggle showed.

"I was so disappointed," she said. "I'd worked hard, but the results weren't great. Certainly not enough to get into university. When I found this course, I was a little sceptical. But I'm so grateful that the college accepted me. It's opened up a whole new world."

Zuzana has moved from chemistry to biology, and hasn't a moment's hesitation in saying it was the right thing to do. "This course has taken me into a subject I love," she said. "It was definitely the right choice – I haven't had a moment of regret.

"We get lots of attention, our learning is very personalised. We get so much lab experience – in my first year I was working with micro-organisms. My friends at university aren't getting that kind of experience. It's taught me how to stand on my own feet and just get on with things."



Zuzana has thoroughly enjoyed the benefits of integrated learning, like the access to the university library and the opportunity to work in labs with university students. She has no worries about progressing to the university next year.

"I feel completely confident about the transition," she said. "We do a lot of theory, and I think we have better practical experience. I also have a work placement during my third year – again, that's something my friends at university don't have."

In fact, Zuzana is enjoying her studies so much, she plans to continue to masters or PhD level. She says the combination of college and university experience is behind that. "This course brings us the best of both worlds," she said. "I really think we're the lucky ones."

produces work-ready graduates. In their first year, students go on industrial visits and meet guest speakers from industry. In their third year they spend part of their time at university and part of it on work placement. It's about learning from the sector and teaching the students how it works.

JH: We can also offer opportunities to broaden experience by studying abroad, and that's very appealing to employers. We have had one student study for a semester in Hawaii, and another is due to go to Alabama. Apart from that, our main driver is to provide a real mix of practical and academic skills and experience, which you wouldn't necessarily get from the academic side alone. It works the other way, too – the business projects the students do with employers can really help set them up for their final years at university.

GL: The focus on practicality throughout the course not only equips the students with tangible skills and experience, it also

articulates those skills into specific jobs within specific sectors. The evidence so far shows that our students who don't elect to continue their studies go straight into employment – good employment. They're capable, and what's more, they're aware of their capabilities and able to translate those into the workplace.

FJ: We've also seen evidence that the employers who provide the work experience for our students want to keep them on once they've completed their courses. That suggests pretty strongly that we're giving them the skills they need!

It's clear that the people involved in developing and delivering these courses are intensely passionate about what they do, and believe strongly that they're a strong and positive offering for everyone concerned.

Do the students agree? As you can see from the accompanying profiles, two integrated-degree students are enjoying the best of both worlds. 

Fostering a research community

Patrick O'Donnell argues the case for research and reveals a new initiative for the college sector – College Area Investigation and Research Network (CAIRN)

An exciting new interest group is being formed to support the development of a research community for the college sector. CAIRN (College Area Investigation and Research Network) will be supported by a small group of practitioners from colleges, universities and College Development Network (CDN).

The group will be a platform for research dissemination as well as a mechanism for conducting dialogue with potential research funders. The group will encourage those working within, and with, further education to take a more critical and informed perspective on key developments that influence thinking and practice.

CAIRN will offer a new voice and countervailing viewpoint based on research. The initiative is very much in tune with the new landscape, resonating strongly with some of the key messages and sentiments of the recent publication, *A Research Strategy for Scottish Education* (2017) <http://ow.ly/cWQS30h4rot>

This document recognises the importance of practitioners as enquirers into their own professional practices and settings.

Challenging old mindsets

On many levels, CAIRN is a trailblazing project. Historically, research has not been

part of normative culture across FE in Scotland. Research activities within FE tend to have been limited to a small number of self-motivated individuals working in isolation (the University of the Highlands and Islands, with its dual FE and HE identity, is an exception here).

This peripheral status of research activities within further education has not been overlooked. Back in 2007 the then Scottish Further Education Unit (SFEU) ran a conference exploring the potential role of research across Scottish FE. The overarching narrative emerging from this event was that research is not part of the "lived reality" of the college sector.

Regional landscape

Since then, the college sector in Scotland has changed beyond recognition, both structurally and culturally. Under regionalisation the sector has been reconfigured to be more coherent than in the past. The aim has been to create a more effective and responsive sector in advancing a range of imperatives, including increased accountability in the allocation of resources and continuous improvements to maximise college impact on the learner, employers and Scotland's economy.

Significantly, under regionalisation,

universities, colleges, schools and other stakeholders have a new synergy. The policy rhetoric and discourses are promoting co-operative practices between educational organisations and rejecting what it perceives as the corrosive effects of working in isolation and in competition.

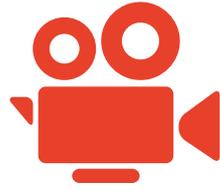
Against this backdrop of reforms and calls for more evidence-based research to inform and legitimate policy direction, CAIRN is a timely enterprise. Regionalisation has been accompanied by an assortment of policy imperatives and recommendations seeking to enhance curriculum delivery and learner experience. Consequently, the FE landscape is a fast-evolving sector and a rich field for exploration.

If CAIRN evolves as anticipated, the sector will have new insights on FE operation and impact, to identify and understand trends, and to comprehend and engage with future challenges. The potential areas for investigation can be highly diverse: leadership and governance; quality; work-based placement and their pedagogical potential; student transitions; trajectory of modern apprenticeships; teaching and learning; reflective practice; blended learning and student retention are just some of the areas for consideration. ↻

Dr Patrick O'Donnell is a lecturer at Perth College, UHI.

TO GET INVOLVED IN CAIRN

Please contact Kenji Lamb at: kenji.lamb@cdn.ac.uk



Camera, lights, inclusion!

Steven Taylor explains how film became a route to success for Supported Education programmes at Dundee and Angus College

Dundee and Angus College runs an extensive Supported Education programme with a 95 per cent plus student success rate. The department has worked with passion and dedication to expand and improve the quality and depth of teaching, using employability qualifications as a passport into a better, more independent life, for many of our most vulnerable young people.

Our international short film festival is an immensely successful and innovative project that unlocks student potential and uses filmmaking in an innovative way to engage and develop students with a range of learning disabilities.

Led by lecturer Graeme Carr, the team wanted to provide our Lifeskills Plus students from Supported Education with a real, sustainable enterprise experience which would not only encourage independent thought processes but would above all be fun, inspiring and creative.

And so it has proved. Last year's festival saw the students in charge of all the decision-making, growing in confidence and building a whole new skillset along the way. For a group of people who at times struggle to fit into their local community, they received a remarkable response across the

globe from filmmakers eager to take part.

Buoyed up by this success, the same group will organise next year's event, allowing the students to embed their learning and to develop or grow their enterprise. Cannes eat your heart out!

It all began with our Lifeskills Plus students who, with support from staff, developed the idea of running a short film festival.

The plan was to create something unique and different from the usual enterprise activity, one which would culminate in an end-of-year event to showcase the best of the film submissions. This event would be open initially to friends, family and the rest of the College – little did we think that it would become international!

The activity was split over two semesters with the first about planning the process and the second preparing the festival event itself. The students were supported throughout, but were in charge of all the decision-making. The film festival was run as an enterprise activity ensuring equality in all functions and processes. All the job roles and tasks were allocated based on individual strengths, interests

and preferences. This was done through group discussion and consensus to ensure fairness throughout.

The outcomes included choosing the festival type, rules, logos, the genre of films for submission, ticket and submission pricing, awards, social media posts, as well as reviewing all the films as a group and deciding on the final shortlist.

The students were in charge of researching and booking the festival venue, printing and selling tickets and creating posters/ flyers and audience award voting sheets. On the night of the event the students each had a role, from working with hospitality lecturers making and serving "mocktails", ticket collecting, showing people to the seats, collecting and counting the awards and presenting the categories and awards.

By participating in the running of the festival the college students developed a whole raft of transferable skills including numeracy and ICT, budgeting, organising, time management, negotiation, communication, customer service skills, marketing, event planning, task allocation, working with others, providing help to others as well as building their own confidence. In addition to this, the event was a great vehicle for showing how these newly acquired skills were transferrable to all kinds of employment and business possibilities.

All in all, a huge responsibility, but one which we're proud to say the students rose to with aplomb.



Getting the films from all the different countries was interesting. We learned about the differences between the types of film and how they were made. I can't believe people from all over the world entered our film festival!

Some of the organisers for the D&A College One Laugh Away Comedy Short Film Festival, from left - Molly Peters (Forfar), Amy Brown (Monifieth), Chloe McMillan (Montrose) with clapperboard, Kyle White (Forfar) and Rhys Mair (Montrose)

From initial marketing, interest in the festival grew and grew, with our students attracting more than 70 film submissions from all over the world from countries such as Morocco, Montenegro, Russia, South Africa and the US. As young filmmakers across the globe responded with enthusiasm to our request for entries, the delight and passion of our own students grew.

Following initial judging from our students, the top 12 films were shown at an evening premier event to an audience of about 50 people. These films included a wide variety of filmmaking styles and approaches, but were all created around the central themes of inclusiveness and the promotion of equality and diversity.

For the Supported Education team, we see this as just the beginning of a much bigger learning experience, which will see us weave further qualifications and opportunities into future festivals. As Graeme Carr explains: "The festival was originally planned within delivery of the National 2 Marketing and Events unit in mind. This allowed the learners to develop the knowledge and skills of many different roles involved in planning, marketing and running an event.

"The film festival also allows the students to engage in learning through the broad use of all the essential skills.

"The Film Festival Enterprise, like any business, also provides lots of opportunity for problem-solving, and working with others throughout the year the same class group will continue to develop their own skills and knowledge of enterprise

by incorporating National 3 Influences of Business and Enterprise."

The same student group will see the project through for another year, enabling them to learn from their experiences and perfect the delivery of the event. This will not only further bolster their confidence but will give them a real sense of how a new venture can develop over a two-year period.

On a wider scale, our students and staff have plans for the festival project to grow over the coming year, including further development of cross-curricular partnerships with other departments and tying together the review element with core skills learning.

We are also working with other departments to design trophies, instigate better marketing, and even make and enter some short films ourselves.

Graeme explains: "It may take a bit of time, but further down the line there is potential to contextualise much of our learner's core skills within the Enterprise model.

"We would also like to encourage cross-college partnerships to develop the festival further. That could be building on last year's involvement with the hospitality team working alongside marketing and event planning students to develop the event

itself or even providing an opportunity to showcase our performing art students filmed works."

Delivering employability skills through an international short film festival has been a challenge for our learners, but is one that they have relished. There are so many advantages in terms of inclusion to this enterprise compared with more traditional delivery.

Firstly, the project furnishes our students with a whole raft of real-life employability skills and experiences that give them access to mainstream employment. Secondly, it builds confidence and self-esteem. Thirdly, it gives much-needed support to young filmmakers from around the world and encourages the creativity of our own students.

Finally, there is huge potential to draw other areas of the College and other SQA units into the project, facilitating co-operation and engagement with students from different departments and merging mainstream and supported education on a genuinely and naturally inclusive basis. 🌀

Steven Taylor is Vice Principal People and Performance at Dundee and Angus College.

Prepared to care

Ayrshire College provides a unique, employer-led programme, Prepare to Care, which addresses health and social care integration in line with the Scottish Government's 2020 Vision. Jackie McLellan explains how the programme has helped to address Ayrshire's recruitment and retention needs in the health and social care sector

Now in its third year, the Ayrshire College "Prepare to Care – a Career in Care" programme was designed to address recruitment and retention in the care-at-home sector. North Ayrshire Council approached the College to explore how it could support a programme to promote this sector.

The Scottish Government's 2020 vision for integrated health and social care, with a focus on prevention and supported self-management, states that care will be provided to the highest standards of quality and safety, ensuring that people are able to get back into their home or community environment as soon as appropriate.

The College responded to the council's request by developing a demand-led programme designed to provide the required skills and knowledge set out in the 2020 vision. Ayrshire College is unique in providing the programme, which is accessible, flexible, meets the Scottish Social Services Council (SSSC) requirements and develops the skills required to deliver integrated health and social care. It is also aligned to the local authorities' Induction Programme and is a robust delivery of sustainable academic and vocational learning.

Louise Davidson, Team Manager Community Care Services North Ayrshire Health and Social Care Partnership, said:



"We are delighted to be working in partnership with Ayrshire College to assist in developing a curriculum which not only meets the government agenda but ensures that the delivery of services are of high quality, which places the service user at the centre of the process."

Prepare to Care offers a National Progression Award (NPA) in Health and Social Care: Promoting Re-ablement at SCQF Level 6, which means service users are supported by qualified, experienced students. This enables them to be discharged from hospital sooner than might otherwise have been the case and to return

to their own home and community.

The programme began with work in partnership with North Ayrshire Council, and now includes South Ayrshire Council and East Ayrshire Council.

This work has resulted in the College working with the health and social care sector to deliver programmes which meet workforce development needs across the region.

Prepare to Care has been successful in helping the local authorities to address the recruitment and retention needs across Ayrshire in the health and social care sector, by identifying integrated solutions.

Advanced study and employment

The programme enables learners to understand why people use care services, and to develop the knowledge and value base required for working in contemporary care practice in settings such as health care and social care.

The course equips students with the range of knowledge, skills and values that





**Ayrshire College:
Students from the
Prepare to Care course**

will enable them to support the changing workforce skill mix, which are consistent with the registration criteria of the SSSC.

Ayrshire College has responded to demand and now offers several pathways into working with health and social care. Students who successfully complete the programme will achieve Level 2 Scottish Vocational Qualification (SVQ) in Social Services and Healthcare and the NPA in Health and Social Care: Promoting Re-ablement at SCQF level 6.

Ayrshire College and North and South Ayrshire Councils have worked together to ensure that the students achieve the latest qualifications and that they also leave college with registration that is suitable for them to practice in care. The comprehensive content of the Ayrshire College programme means that local authorities have been able to cut their induction programme by two days.

The College's service-level agreement with the local councils ensures that each council takes six students on home care placements, with a guaranteed job interview. The students are allocated a support mentor on placement and last year four, out of five students on placement, were offered employment.

The employer-led programme addresses health and social care integration by offering employers the opportunity to support students on placement, building relationships with the students, being part of the mentorship with them and to observe how the student will fit into their organisation – ultimately providing work-ready, qualified and competent workers.

Last year the course was delivered in Kilmarnock and Kilwinning Campuses with a cohort of 20 in each campus. The programme is unique to Ayrshire College and is now offered across Ayr, Kilmarnock and Kilwinning campuses.

Learner-focused

In terms of Curriculum for Excellence capacities, not only are the students in college, but they also have two days a week on placement, where they are working in a local authority setting, working with real service users, and shadowing staff in the community. The programme is holistic and develops skills such as confidence, self-awareness and value-based competencies.

The workforce regulatory body, the SSSC has high expectations of the health and social care workforce. Ayrshire College demonstrates that the Prepare

to Care programme responds to these expectations, with learner-focused, high-quality qualifications.

The external partnerships that have been formed with all three Ayrshire councils, other training providers and employers, ensure that high-quality provision will be the focus of developing excellent learning and teaching, with appropriate curricular delivery.

Ayrshire College's Developing the Young Workforce Team works closely with all Ayrshire Secondary Schools to create the best opportunities and experiences for young people in Ayrshire.

A Foundation Apprenticeship, Social Services (Children and Young People) is offered to eligible school pupils in East, North and South Ayrshire who would like to work in the health and social care sector. This qualification is designed to provide underpinning knowledge and the practical skills that are essential in health and social care, before going on to programmes such as the Prepare to Care programme. The programme is flexible and attracts younger people and new entrants to the sector. 

Jackie McLellan is Head of Health and Social Care at Ayrshire College.

</> Coding in the classroom

Dr Bernadette Milligan explains how West College Scotland students delivered coding clubs to S1 and S2 secondary school pupils – and the impact of this innovative approach to developing digital skills

West College Scotland has taken a unique approach to school-college partnerships through developing digital skills. Their coding clubs project started off with funding from Digital Xtra Fund, providing extra-curricular after-school clubs once a week during term time. The coding clubs aim to deliver activities in a fun and informal way. They are designed to engage secondary pupils, build their skills and stimulate their interest in computing science and digital technologies – and to help influence their subject choices for S3/4.

West College Scotland's (WCS) Curriculum Quality Leader for Computing, David Renton, and Computing Lecturer Amanda Ford have overseen the operation of the clubs, and supported and mentored a team of WCS STEM ambassadors, recruited from HNC and HND computing students who are running the clubs.

Sustainable

The sustainability of the coding clubs in schools has been supported through delivery of CPD sessions in association with Microsoft Education, Renfrewshire Council and Paisley YMCA to Renfrewshire primary and secondary school teachers. The sessions used activities such as creating games and music with the objective of increasing the teachers' confidence and encouraging the use of coding in the classroom.

The training was led by Natalie Burgess, Teacher

Ambassador for Microsoft Education. She said: "I think a lot of teachers at the start were nervous and thought they would struggle but were proud of themselves when they achieved something."

Marie Renton, from Lochfield Primary School, said: "I am very chuffed at what I learned and really excited about trying it out with my class."

Curriculum design

The coding clubs sought to engage schoolchildren by making use of the physical, hands-on computing offered by the Micro:Bit, which allowed them to learn to code using a block programming-type language, like Scratch, but while doing practical tasks. Games and applications were also created using the web-based TouchDevelop tool.

Chris Wilson, a computing teacher from St Benedict's High School, said: "We had a lab full of pupils turning up after school in their own time. The best thing was the gender split – exactly 50/50. Really great to see so many girls taking a genuine interest in STEM and coding in particular."

S2 pupil Kristin from St Benedict's said: "I like the coding club because I feel in this modern age coding skills become important in most jobs and is an added skill in life."

College game-jam

For the final session, all the children from the three clubs were brought into college for a final game-jam/hackathon-style event, where the children worked together all day on



creating a game or an app based on a theme agreed on the day.

The children created their own art, sounds and code, with the top three teams receiving prizes. They also played some of the games that the College's full-time HNC students had created.

This helped them to understand what further study in computing-related subjects involves and really encouraged them to consider computer studies or games development as something for them.

Michael Walsh, WCS student and STEM ambassador, said: "This was a great opportunity to introduce young people to the game development industry to try to get them interested in programming specifically, as there aren't enough people coming out of school and going into the game development sector.

"This experience is also different from my usual college week and it will be a great addition to my CV for future employment."

WCS has identified further opportunities to adapt and develop the clubs to reach a wider demographic. The schools involved have been identified as target locations for the next stage of the project, enabling the College to reach individuals interested in the wider range of STEM subjects. This

will allow testing of the model more widely, with the potential to develop it even further into the secondary school Broad General Education curriculum.

Skills for work

The project aimed to have a lasting impact beyond the initial launch. In addition to the staff CPD sessions, this has been achieved through the College's volunteer STEM ambassadors.

WCS is committed to providing meaningful opportunities for students to develop and enhance their skills and gain valuable work experience. Recruitment and induction of STEM ambassadors to support coding clubs will be embedded in HNC and HND programmes in association with the STEM ambassador programme and wider activity of the Renfrewshire Digital Strategy, including volunteer co-ordination.

Collaborative partnership

WCS is working in partnership with Renfrewshire Council's Digital Participation team and the Education Department. Consultation with target schools has found a strong

programme fit with Curriculum for Excellence and stimulating choices in computing science subjects.

Raymond Kane from Renfrewshire Council said: "Inspiring young people to develop their digital skills and to embrace emerging technologies is crucial in addressing the projected digital skills gap. Establishment of coding clubs and provision of professional learning opportunities for teachers, in partnership with West College Scotland and Digital Xtra, are vital steps on this journey. It is important that young people are taught not to be passive users of technology but are encouraged and inspired to become the next generation of digital makers and tech-minded ambassadors." 📧

Dr Bernadette Milligan is Development Funding Manager at West College Scotland.

FIND OUT MORE

<http://ow.ly/RD3e30h4uqG>

Based on its work last year, West College Scotland has been awarded a new round of funding to launch another set of coding clubs in Renfrewshire schools, with Digital Xtra

Fund in partnership with BT Scotland. Brendan Dick, Director of BT Scotland, said: "We're proud to work with the Digital Xtra Fund and West College Scotland to support activities which

inspire young people to understand and create with digital technologies, not just to use them. The coding clubs aim to foster the next generation of digital makers, teach young people

the skills they will need to succeed in the workplace of the future, and help drive forward Scotland's economy."





Are robots taking our jobs?

In recent years, there has been an explosion of research into the impacts of automation on work. Here, Hasan Bakhshi considers the future of skills in the light of recent research

Artificial intelligence and robotics are encroaching on areas of human activity that were simply unimaginable a few years ago. The innovation foundation Nesta has made contributions to this debate, but public dialogues that consider automation alone are dangerous and misleading.

They are dangerous because popular narratives matter for economic outcomes, and a narrative of relentless technological displacement of labour markets risks chilling innovation and growth.

They are misleading because there are opportunities for boosting growth – if our education and training systems are agile enough to respond appropriately. However, while there is a burgeoning field of research on the automatability of occupations, there is far less that focuses on skills, and even less that generates actionable insights for stakeholders in areas such as job redesign and learning priorities.

There is also a need to recognise that parallel to automation is a set of broader technological, demographic, economic and environmental trends that will have profound implications for employment.

Consider the implications of an ageing population. While much of the public debate on automation has focused on the potential for mass unemployment, it overlooks the fact that robots may be required to maintain economic growth in response to lower labour force participation. The risk, in other words, may not be that there will be too few jobs, but that there will be too few people to fill them, which may explain why countries undergoing more rapid population

ageing tend to adopt more robots.

Will the positive effects on employment of technological progress in all its forms offset the negative? What skills, abilities and knowledge will individuals need to do the jobs of the future? These are the questions that Nesta addresses in *The Future of Skills: Employment in 2030*.

What do we find? Rather than making definitive proclamations about the future of some occupations, we conclude that the majority of people (about 70 per cent) are in occupations with highly uncertain prospects.

Furthermore, roughly one-fifth are in occupations that are very likely to decline, while one-tenth are in occupations that are very likely to grow.

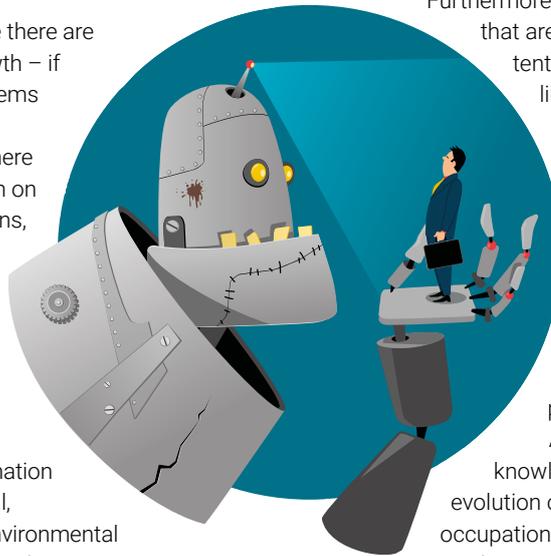
This uncertainty is a critical dimension to our findings, because it suggests that the future of most occupations is not inevitable: individuals in different occupations can improve their labour market chances if they can invest in the skills that are right for their particular occupation.

Any reconfiguration of skills (and knowledge) requirements entails an evolution of the occupation. Or put differently, occupations may need to be redesigned in order to make effective use of skills and

knowledge complements.

Skills investment must be at the centre of any long-term strategy for adjusting to structural change. A precondition is access to good-quality, transparent analysis of future skills needs, as without this labour market participants and policymakers risk flying blind. ↻

Hasan Bakhshi MBE is Nesta's Executive Director, Creative Economy and Data Analytics.



The Future of Skills: Employment in 2030. The full report is available at <http://ow.ly/jf0t30h4uBS> This report maps out how employment is likely to change in the future – including the implications for skills – and anticipates a number of new occupations, which can be viewed at: <http://ow.ly/oXEb30h4uAE>

CDN and SCQF partnership joint offer to the college sector

College Development Network (CDN) and the SCQF Partnership (SCQFP) have joined forces to provide a joint offer, reflecting key development areas of the college sector. The offer will run from November 2017 to July 2018.

Over the last three years the SCQFP has been working with colleges to expand their credit rating activity. This has seen workshops and projects looking at the

recognition of wider achievement, non-recognised programmes and support for the regionalisation agenda.

The offer from CDN and the SCQFP to colleges is designed to meet the needs of the college sector and reflects key priority areas for development, such as Developing the Young Workforce. We are offering joint bespoke support, consultancy and advice to the college sector as well as a range of specific events.

The wide range of practical assistance and guidance on offer to colleges includes a pilot College Ambassador programme, workshops and one-to-one support for colleges on the use of the SCQF, and help with the development of sustainability in credit rating.

For more information visit the SCQF website at <http://ow.ly/sPpP30hdBXY>.



College staff may also be interested in an international conference that the SCQFP is hosting on 22 February 2018. Linking the Learning Journey takes place at the Glasgow Radisson Blu and will showcase all aspects of the Framework demonstrating its breadth and flexibility as a tool to facilitate lifelong learning in Scotland. It will also focus on how the SCQF supports Scottish Government policy such as The Learner Journey, Developing the Young Workforce (DYW) and the Commission on Widening Access.

Paul McKelvie, OBE, former Scotland Commissioner to the UK Commission for Employment and Skills (UKCES) will chair the event and the opening address will be given by John Swinney MSP, Deputy First Minister for Scotland and Cabinet Secretary for Education and Skills. Other speakers include Professor Sir Peter Scott,



Commissioner for Fair Access and Audrey Cumberford, Principal and Chief Executive of West College Scotland.

Delegates will attend two workshops from a choice of seven which will showcase a variety of SCQF related projects designed to appeal to all sectors. Workshops on offer include Third Party: The Final Frontier: a session featuring a range of Credit Rating Bodies and other organisations who have had programmes successfully credit rated and Stairway to HEaven: presentations from HEI representatives to show how the SCQF can be utilised at different stages of HE progression.

MORE INFORMATION

Registration for the conference is available on the SCQF website at <http://ow.ly/4AtN30hdCno>. Hope to see you there!

#COLLEGEEXPO18

COLLEGE EXPO18

WEDNESDAY 6 - THURSDAY 7 JUNE
AT QUEEN MARGARET UNIVERSITY, EDINBURGH

**A new landmark event for everyone involved
in post-16 education and training.**

The two-day College Expo18 is a celebration of our colleges and their partners, mixed with cutting-edge discussion on innovations to enhance vocational learning outcomes.



**Talks and
demos**



**Group
workshops**



**Practical
sessions**



**Roundtable
discussion**

FOR MORE INFO VISIT: CDN.AC.UK/COLLEGE-EXPO18