

Contents

Contents	2
Chairman's Welcome	3
Principal's Report	4
Vision, Strategic Aims and Core Values	5
Student Matters	6
Staff Matters	10
Key Performance Indicators	16
Student Stats	18
Board of Management	22



Chairman's Welcome



On behalf of the Board of Management, I would like to present the College Annual Report. Session 2009-10 has been an extremely exciting time for the College as work is now well under way on our major refurbishment of the main campus, due to be completed January 2012. Staff moved into temporary accommodation in the main car park at Henderson Road in April 2010 and the major demolition work began in May 2010. The new building is now taking shape and our staff and learners look forward to returning to a new purpose built environment, fully equipped to provide further education in the 21st century. During the refurbishment some of our full-time courses have been moved to College outreach premises. This has provided an opportunity to enhance our offering at Peterhead, Macduff, Huntly, Turriff, Craibstone and our premises at Ellon Academy Annexe.

Last academic session also saw the appointment of a new Principal for the College. Paul Sherrington, who was Depute Principal of the College since 1999, took over the reigns in April 2010 from Dr Robert Sinclair. The Board are confident that, together with Paul, they will continue to lead the College through the difficult and challenging economic climate which faces the FE sector over the next few years.

The Board of Management are determined to ensure that the College continues to meet the changing needs of learners and equip them with the skills and knowledge necessary to meet the needs of business and commerce.

Mr Alan Findlay
Chairman



Principal's Report

For the first time as College Principal, I am delighted to present the College Annual Report for 2009-10. Since taking over the post in April 2010, it has been an extremely busy and exciting few months. Our decant arrangements, to allow the College 2012 refurbishment project to commence, has gone well and staff and learners have moved into temporary accommodation at the main campus or in one of our outreach centres.

Despite the continuing difficult economic climate, the College's performance in all areas of activity continues to exceed expectations and is hugely encouraging. Following extensive consultation with external stakeholders we have developed a strategic plan to ensure we can provide our learners with the essential vocational and employability skills within ever tighter budget constraints.

College managers and curriculum teams have worked hard to address issues raised by HMIE and I am pleased with the progress that has been made in addressing levels of attainment and achievement so that we can improve learner outcomes.

Employer engagement and partnership work is more important than ever for the College as we continue to ensure our curriculum portfolio reflects the demand of the local economy. Our work with schools has reduced this year, due to changes driven by the SFC, and we must now focus on commercial courses and other sources of generating income.

Ongoing changes by UK: Border Agency has impacted on our marketing strategy to non-EU countries and has also affected our recruitment of staff from EEA nationals. The College will continue to monitor Government immigration policy closely and work with partners when appropriate.

The forthcoming comprehensive spending review will have clear funding implications for the College. The reduction in Government funding and the increasing demand for College places means that the College will face new challenges in the next few years. I am committed, in my role as Principal, to ensure the College continues to deliver our mission to '*provide high quality lifelong learning opportunities relevant to the needs of students, employers and communities*'.

Paul Sherrington
Principal



Vision, Strategic Aims and Core Values

Vision

“To improve people’s lives through learning in an inspiring and inclusive learning environment.”

Strategic Aims

- Excellence in learning and teaching
- Excellence in services and resources to support the learner
- Excellence in knowledge transfer and commercialisation.

Core Values

The Board of Management of Banff & Buchan College and the Executive are committed to achieving strategic and operational objectives through partnership working with staff. The partners include Board Members, Senior Management, Sector Managers Lecturing and Support staff. The partners have agreed core values which we believe are critical to the achievement of our objectives:

- ✓ Commitment to the success of the College
- ✓ Client focus
- ✓ Integrity
- ✓ Mutual trust, honesty and respect
- ✓ Openness and transparency
- ✓ Recognising and valuing the contributions of all stakeholders
- ✓ Commitment to lifelong learning
- ✓ Commitment to partnership with staff and good employment practice



Student Matters

COLLEGE STUDENTS IMPRESS AT PIT STOP CHALLENGE

A team of students from the Technology sector excelled at a regional GoMotorsport Pit Stop Challenge Competition and will now go forward to the national finals at Knockhill on 23rd May 2010.

Each team had to work against the clock to change the wheels on a single-seater race car. Jack Dines, Lee McCouaig, Kreysztof Adamczyk, Issaga Sama, Liam Murdoch and Kevin McLeod made up the Banff and Buchan team to take on participants from other Colleges in Scotland and were delighted to come out on top.



COLLEGE HAIRDRESSING STUDENT EXCELS AT WORLDSKILLS COMPETITION

A former English Plus learner, who then went on to study hairdressing at the College has taken first place in the advanced stage of the prestigious World Skills Competition in Dundee. Kamila Cieslewicz from Fraserburgh entered the competition along with 4 of her peers – Jackie Smith (Turriff), Isabel Gildroy (Macduff), Wioletta Konieczna (Fraserburgh) and Adrienne Bruce (Banff). WorldSkills is a range of regional and national skills competitions for young people and adults aimed at raising standards of training and performance, promoting world class skills and international competitiveness. Kamilla took part in two separate tests, each lasting 3 hours. The first test involved cutting and colouring ladies hair on a mannequin head and for the second test Kamila created a men's fashionable commercial cut and colour, again on a mannequin head.



CATERING STUDENTS SUCCEED AT UDDINGSTON

Catering students from the Hospitality team travelled to Glasgow to support the grand opening of a new Scottish Fisherman's Association (SFO) Prawn Factory in Uddingston. The students helped with the preparation and serving of langoustine prawns during the high profile event which was officially opened by Cabinet Secretary Richard Lockhead and trawlermen star and Conservative candidate Jimmy Buchan.

College Board Member Ian Moir attended and agreed that it was probably the best seafood buffet that they had ever tasted and the service was excellent. This was praise indeed from those most directly involved in one of Scotland's key traditional food sectors.



STUDENTS SUCCESS ON SPORTS TRIP

Supported Programme students from the College achieved success in the Multisports competition in Stavanger, Norway. The group of ten students took part in a number of the sporting competitions over the two day event including table tennis, Boccia and shooting. Ray Allen achieved fourth place in the table tennis competition with Ritchie Blair and Paul Collins reaching the final in the shooting category. Bernt Tore, the Norwegian Shooter commended the students on their skills having never competed in such an event before. The students competed in mixed teams with students from Fraserburgh's twinned town Bressuire whom the students had met previously through last year's sports in Fraserburgh and Aberdeen.

The students made an enormous effort in raising the funds to travel to Norway and participate in the sports event which was linked to their curriculum across many subjects. This was the first time that some students had travelled to another country and it contributed to gaining greater confidence and independence. Bressuire will be hosting the event in August 2011 which will be part of the 20th celebrations of the Fraserburgh/Bressuire twinning.



OIL MAJOR HOLDS CONFERENCE FOR ALL FEMALE ENERGY STUDENT

A group of female students from Turriff and Huntly Academies, who are studying an energy course with the College, visited oil major Shell for a specially organised conference at their Woodbank Centre in Aberdeen. The students are all part of the 'Girls Energy' Programme which provides training to encourage more women into science, engineering and technology careers. The pupils are undertaking the Skills for Work Energy Course along with their usual subjects at school and with support from Shell U.K. Limited and Schlumberger the girls will experience real-life examples of engineering and technology in action.



The group had their first visit to Shell in late September and met with Jim Niven, Brent Decommissioning Stakeholder Manager for Shell who gave them a talk on the decommissioning of oil platforms in their 3D interactive sphere. During the conference they were split into three groups to explore three different options for decommissioning a platform. Each group had a female facilitator from the energy industry and each team was joined by a student from last years course who has gone on to further their technology studies at the College. Following on from their visit to Shell the group to gained further understanding of the decommissioning process, the different options available and the advantages and disadvantages of each. Special emphasis was placed on how the different options will affect stakeholders and the companies. At the end of the day each group presented their findings and members of the conference took a vote to choose the winner. The winning solution was chosen based on their ability to argue their case and reassure their stakeholders



CONOCO PHILLIPS TECHNICIANS ACHIEVE SUCCESS IN NEW AWARD

A new Higher National Unit in Project Planning and Control has been developed by the College and the first set of trainees have successfully completed their course and were presented with their certificates at an awards ceremony at Conoco Phillips headquarters in Aberdeen. When Oil and Gas Company Conoco Phillips approached the College for bespoke training, they were seeking an externally recognised qualification to include Project Controls. The college were able to deliver a PDA in Project Management, at SCQF level 8, but there was no recognised qualification in Project Controls. So, an appropriate HN Unit was devised to address this gap in the market and it successfully gained SQA branding. Banff and Buchan College are currently the only SQA Centre approved to offer this HN Unit which ConocoPhillips perceive to be the cornerstone of the whole programme.

The college also supported ConocoPhillips internal mentoring scheme for Planning Technicians by developing a new PDA to deliver focused training for Planning Technicians. Project Planners work as an integral part of a project team working closely with the Project Manager. This PDA at SCQF level 7 is based on the new Project Controls Unit and 3 existing SQA HN Units mapped to ConocoPhillips competencies and was delivered as part of the programme. This PDA has been validated by SQA as a unique product for Banff and Buchan College.



Staff Matters

Staff Statistics 2009 – 10

Type of Contract	Number of staff (headcount)			Number of staff (FTE)		
	Teaching	Support	Total	Teaching	Support	Total
College Payroll Staff	288	133	421	156.52	86.37	242.89
Non-College Payroll Staff						
Total	288	133	421	156.52	86.37	242.89

Age of College Payroll Staff (on 1 August 2009)	Number of staff (FTE)					
	Teaching			Support		
	Male	Female	Total	Male	Female	Total
29 or less	2.37	3.07	5.44	3	3.4	6.4
30 – 49	44.07	43.83	87.9	11.11	36.41	47.52
50 – 59	30.13	18.02	48.15	10.94	14.06	25
60 or over	11.36	3.67	15.03	4.86	2.59	7.45
Information refused /not known	0	0	0	0	0	0
Total	87.93	68.59	156.52	29.91	56.46	86.37

Ethnicity	Number of staff (FTE)			
	Teaching	Support	Total	
White	Scottish	112.24	71.88	184.12
	English	2.68	10.64	43.32
	Welsh	0	0	0
	Irish	.54	0	1.54
	Any other white background	4.46	3.85	8.31
Mixed	Any mixed background	0	0	0
Asian, Asian Scottish or Asian British	Indian	1.64	0	1.64
	Pakistani	1.9	0	1.9
	Bangladeshi	0	0	0
	Chinese	1.06	0	1.06
	Any other Asian background	1	0	1
Black, Black Scottish or Black British	Caribbean	0	0	0
	African	0	0	0
	Any other Black background	0	0	0
Other Ethnic background	Any other background	0	0	0
Information refused		0	0	0
Information unknown		0	0	0
Total		156.52	86.37	242.89

The FTE staff complement of 242.89 is 3.06 greater than the FTE staff complement for the previous year. There was an increase of 6 teaching staff and a decrease of 3 support staff. Teaching staff were appointed to vacancies in the engineering teams this year. These vacancies were in traditionally hard-to-recruit areas.



Staff Turnover

Staff turnover in 09 – 10 was 5%, which was 0.5% less than the turnover in 08 -09.

Recruitment and Selection

During 09-10, 36 posts were advertised, for which there were 182 applicants and 33 positions were filled.

Sickness Absence Statistics

	August – October	November – January	February – April	May - July
Total sickness absence	4.8%	5.5%	4.1%	1.9%
Short term sickness (ie less than 4 weeks)	1.7%	1.7%	1.3%	0.4%

The College experienced an unusually high level of long term sickness absence in the November – January quarter. Ongoing support has been provided for all staff, by the College's retained occupational health service. In particular, those on long term sickness absence have been supported back to work through a variety of measures.

HR Developments in 09 -10

New Principal appointed

Following the resignation of Mr Robert Sinclair, Principal, the Board of Management, in partnership with Recruitment Consultants Veredus, and with support from the HR Manager, undertook a thorough recruitment and selection process to appoint a new College Principal. This process concluded in December 2009, with the appointment of Mr Paul Sherrington, who took up post on 1 April 2010. A review of the College's management structure was subsequently undertaken, with the main objective being that any new structure would put the College in a better position to achieve its objectives and to meet the challenges of the future.



Revised Induction Programme Implemented

In 2009-2010 the College introduced a new programme for the induction of teaching staff. This followed a 2-year period of research into the needs of new starts, initiated by problems with staff retention in areas in which it was difficult to fill vacancies.

Its key principle is that new staff are not 'thrown straight in' and involves a whole-college approach to help them feel comfortable and supported in their new role. Fixed start dates facilitate the programme's formal workshops which involve support staff in addition to teacher-trainers. The new starts' immediate colleagues are also fully involved in providing opportunities for shadowing and phasing-in the new starts' class-contact time.

As a result new staff are able to provide their students with a better learning experience and adjust more quickly to their roles. No new staff have left the College due to a lack of support since it was introduced.

Flexible Working Practices Reviewed

A working group of the Partnership Forum reviewed the Colleges' Homeworking and Flexible Working Hours policies. A pilot scheme to enable further flexible working practices was undertaken and the outcome was rolled out across the College. Staff can now use both the Homeworking and Flexible Hours Working policies simultaneously allowing even more flexible working practices to take place. These policies have provided additional flexibility, which is seen as a benefit to both staff and the College and of particular help during the current College 2012 refurbishment of the main campus in Fraserburgh, when College accommodation is at a premium.

Immigration Cap

The coalition government implemented a temporary cap on immigration in July 2010, prior to the outcome of the Migration Advisory Committee's consultation on the implementation of a permanent cap. The temporary cap has resulted in the College being allocated only one Tier 2 certificate of sponsorship until end March 2011. This has impacted negatively on staffing in the Nautical Studies team. Over recent years it has proved difficult to recruit teaching staff from within the EEA for posts in the Nautical Studies team, and the College has had to allocate a certificate of sponsorship for employment of any new member of staff from outwith the EEA, in line with their Tier 2 licence, as approved by the UK Borders Agency. To date, as the College has only one certificate of sponsorship, it has meant that 3 teaching vacancies may not be filled, thus limiting the future nautical studies curriculum provision, and in turn negatively impacting on the maritime industry in Scotland and beyond.



February Staff Development Day

Feedback indicates that engagement with this day, and indeed CPD in general, continues to improve. As part of its own development, The Development Day differed from previous ones in two principal ways. First, staff were more involved with the planning of the programme of centrally organised events through the formation of a cross-College working group. This led to a programme which was felt to be more relevant to people's training needs. Secondly, there was an increasing willingness of staff and teams to organise their own training events and so take more ownership of their CPD. Whilst around 121 (last year: 230) participants took part in the various activities which were organised centrally, I was notified that 33 (16) members of staff attended other events involving external facilitators with many more involved in training events within their own teams.



Induction Mornings

As a result of the introduction of the revised programme for the induction of teaching staff, the 'Induction Days' held in previous years were reformatted to consist solely of the morning session on Diversity and Equality issues with Jeannie Felsing from Grampian Racial Equality Council. Three of these were planned for the year although the third was cancelled on account of there being few new members of staff at the time. There were 22 participants in the two sessions which were held and which continue to receive favourable comment.

TQ(FE)

Cohort 5, comprising 16 staff, completed their TQ(FE) programme in May 2010 and are currently awaiting their results. Eight of these were taking the Masters Level route. Cohort 6, with 14 participants, commenced in January 2010; 8 are taking the Masters route. Additional workshops have been offered to this cohort to support them in their assignments: for example, reflective practice, referencing skills and critical analysis. It is intended that these will help to preempt some of the common problems which participants experience with their first assignment in particular. To enable further support to be given, an arrangement has been reached with Aberdeen University whereby the PDT receives a copy of the feedback given to participants on their assignments



Quality Update

The key targets for 2009-10 were to:

- Improve support to curriculum teams so that they can address issues of low attainment
- Promote positive attitudes to cultural and social diversity within the curriculum
- Develop deeper levels of learner engagement in quality assurance and enhancement processes
- Increase preparation for the impact that College 2012 will have on approaches to learning and teaching
- Review the strategic and operational planning tool

On-going management and review demonstrates that we have met and achieved these targets. As a result of on-going self evaluation our future targets are to:

- develop a single equality scheme for staff and students that will describe our vision for equal opportunities, celebrate activity to date and set out clear equality actions that we will take to move forward
- respond positively to the challenges and opportunities within Curriculum for Excellence
- address levels of attainment and achievement so that we improve student outcomes
- implement the newly revised learning and teaching policy
- continue to engage learners as fully as possible in the life and work of the College
- increase focus on commercial income generation
- deliver efficiencies by reducing costs
- deliver improvements to the College estate including a major and transformational redevelopment of the Fraserburgh campus by January 2012
- develop a sustainable plan to reduce our carbon footprint
- create new knowledge transfer opportunities for regional and local businesses include those in the areas of renewable technologies
- review the management structure to focus on learners and learning
- develop and deliver a leadership programme for college staff

Equality and Diversity

Planning

In terms of its planning processes the College has sought to broaden and deepen its activities for equality and diversity. The College's Strategic Plan now makes specific mention of equality and diversity in its objectives thus ensuring that the positive promotion of cultural and social diversity specifically raised and addressed within its Operational Plan. These key organisational plans also link to the College's equality schemes and plans which in turn are raised, discussed and approved at the Diversity Management Group and Learning and Teaching Committee meetings.



Training

In order to create a greater awareness of equality issues within the curriculum and its community the College, through Grampian Racial Equality Council, delivers mandatory equality and diversity training for all new staff and the Student Representative Council (SRC) Executive members. In further promoting cultural and social diversity within the curriculum, the College has embarked upon an additional programme of training. The Diversity Management Group agreed a proposal from Marshall Training, Coaching and Consultancy to deliver the programme to managers, staff and learners. Such training, took place in June 2010 and should allow the College to promote and embed cultural and social diversity more fully within the curriculum and permit all stakeholders to develop the capacity and confidence to continue doing so. In addition, this training will raise staff awareness of the importance and need to embed the promotion of positive attitudes to cultural and social diversity as an integral part of learning and teaching materials used in curriculum delivery.

Promoting

Greater levels of consultation and collaboration between staff and learners have helped improve stakeholder engagement in equality matters. This has led to significant progress in the promotion of cultural and social diversity within the curriculum, the College, its community and beyond. Evidence of this can be found in a variety of curriculum-based College events and initiatives involving learners, staff, industry, community groups and members of the public. One example cited in the HMIE AEV Report is the innovative steps taken by the engineering team to address gender stereotyping. Other initiatives include:

- Sports for Disability/Bressuire Twinning Association (Aberdeen) – 22/23 August 2009
- Holocaust Memorial Day – 27 January, 2010
- Chinese New Year Celebration – 22 February, 2010
- World Book Day – 4 March, 2010
- Haiti Earthquake Appeal – 16 March, 2010
- Sports for Disability/Bressuire Twinning Association (Stavanger) – 27- 31 May 2010



Key Performance Indicators

Financial Stats

INCOME AND EXPENDITURE ACCOUNT FOR YEAR ENDED 31 JULY 2010

	Notes	Year ended 31 st July 2010 £000	Year ended 31 st July 2009 £000
Income			
SFC grants	1	10,081	9,245
Tuition fees and education contracts	2	1,815	1,843
Other grants and contracts	3	37	28
Other income	4	380	590
Investment income	5	70	165
Total income		<u>12,383</u>	<u>11,871</u>
Expenditure			
Staff costs	6	8,884	8,501
Other operating expenses	8	2,469	2,775
Depreciation – exceptional	10	4,699	0
Depreciation – other	10	566	593
Total expenditure		<u>16,618</u>	<u>11,869</u>
(Deficit)/Surplus on continuing operations after depreciation of fixed assets at valuation and before tax		(4,235)	2
Taxation	9	-	-
(Deficit)/Surplus on continuing operations after depreciation of fixed assets at valuation and tax	16	<u>(4,235)</u>	<u>2</u>

All activities are classed as continuing. There are no recognised gains or losses other than the income and expenditure for the year.



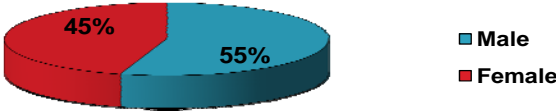
BALANCE SHEET AS AT 31 JULY 2010

	Note	As at 31 st July 2010 £000	As at 31 st July 2010 £000	As at 31 st July 2009 £000	As at 31 st July 2009 £000
FIXED ASSETS					
Tangible fixed assets	10		5,943		7,686
Investments	11		-		-
			<u>5,943</u>		<u>7,686</u>
CURRENT ASSETS					
Stocks		6		7	
Debtors	12	1,801		1,494	
Cash at bank and in hand		5,631		3,874	
		<u>7,438</u>		<u>5,375</u>	
CURRENT LIABILITIES					
Creditors: Amounts falling due within one year	13	5,283		3,244	
		<u>5,283</u>		<u>3,244</u>	
NET CURRENT ASSETS			<u>2,155</u>		<u>2,131</u>
TOTAL ASSETS LESS CURRENT LIABILITIES			8,098		9,817
Provisions for liabilities and charges	14		395		395
			<u>395</u>		<u>395</u>
NET ASSETS			<u>7,703</u>		<u>9,422</u>
Deferred Capital Grants	15		5,372		2,856
RESERVES					
Revaluation reserve	16	290		4,477	
Designated reserves	16	1,219		1,236	
Income and expenditure account	16	822	2,331	853	6,566
TOTAL			<u>7,703</u>		<u>9,422</u>

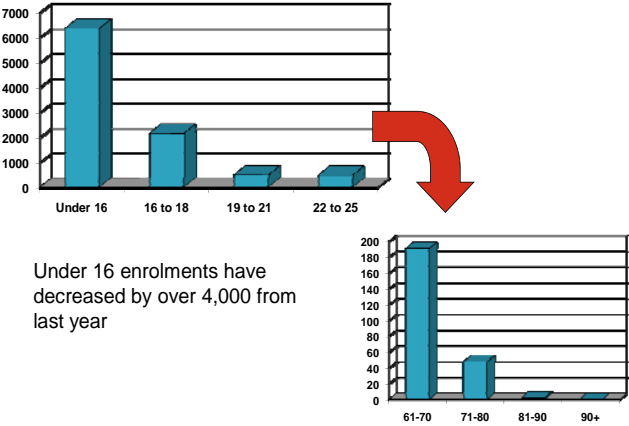


Student Stats

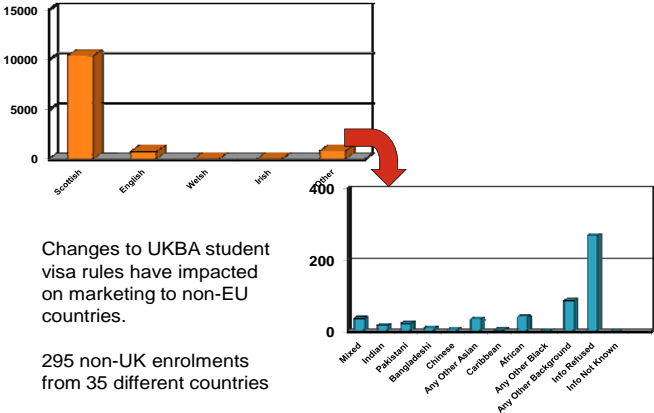
Gender of Enrolments 2009/10



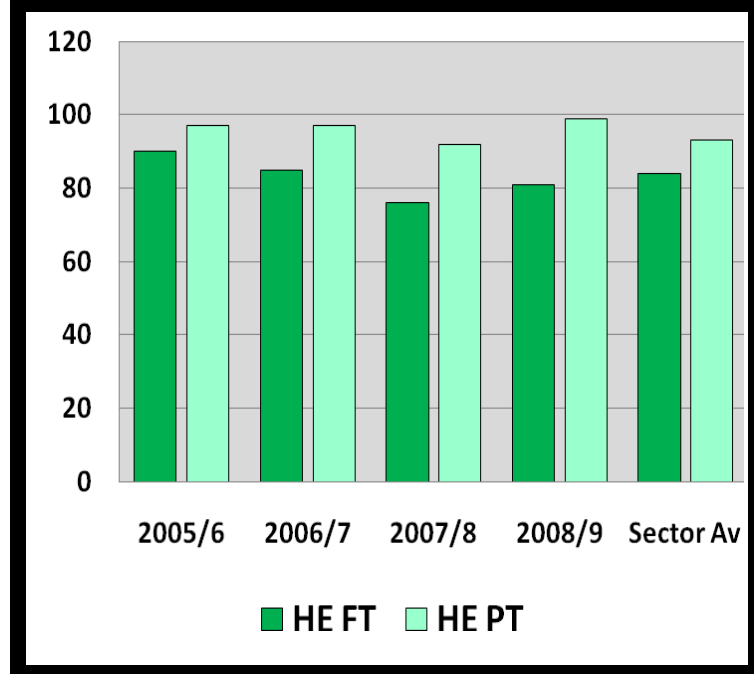
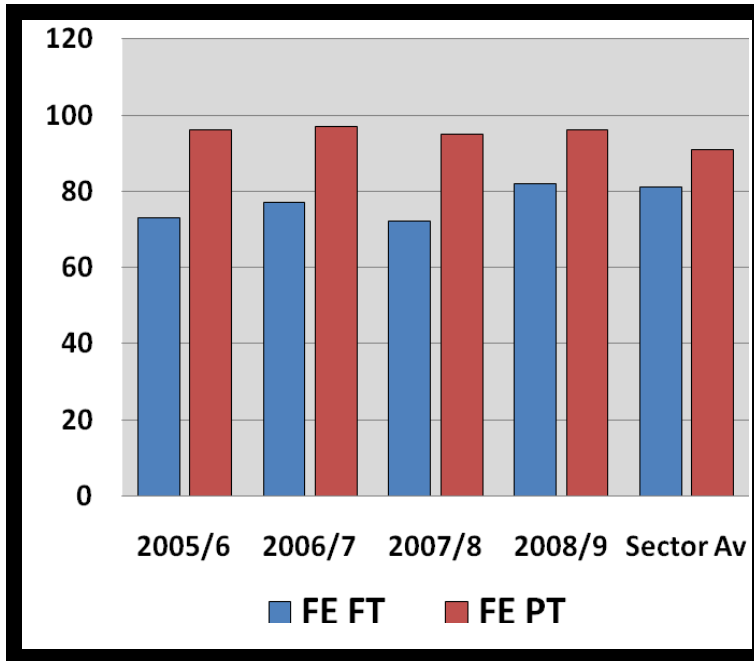
Age Profile of Enrolments 2009/10



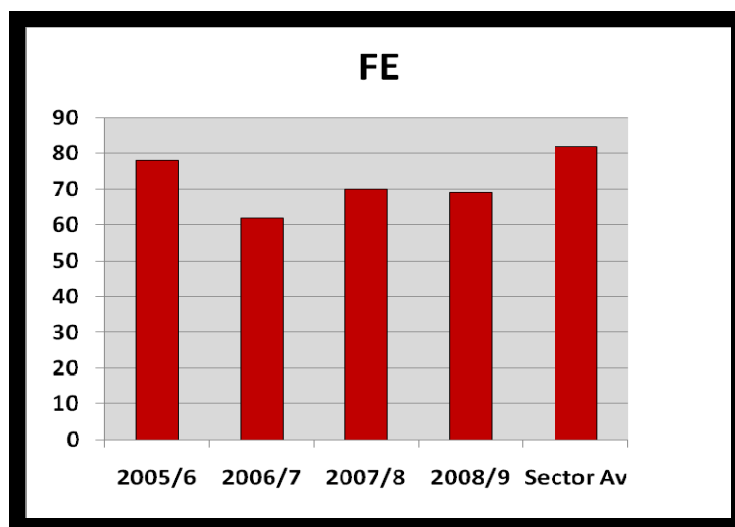
Enrolments by Ethnicity 2009/10



Student Retention Rates



Student Outcomes



In 2008-09, early retention was good and retention rates were above the sector average. However, attainment rates on some FE programmes were low. During 2009-10, comprehensive review of full-time courses with a student outcome below 60% has been undertaken. Curriculum Leaders (CLs) and Sector Managers have met with the Depute, Registrar and Sector Manager (Quality) to challenge underpinning reasons for actual retention and attainment performance indicators. On some courses, programme design has been reviewed and revised. For agreed courses, a further series of meetings is planned to monitor on-going progress, emerging curriculum issues and student progress. A “traffic light” system has been agreed as follows:

<60% Red
60 – 69% Amber
70>% Green

This internal benchmark will be reviewed on an annual basis with the explicit aim of increasing the “traffic light” parameters. In this way, we will adopt a proactive approach to performance monitoring, early identification of awareness of emerging issues and efforts to improve retention and attainment for our learners.

Number of Formal Complaints

There were 10 formal complaints in 2009-10 compared to 7 the previous year. They comprised of the following:

One partially upheld – admin error by College

- Three upheld – against member of staff; non-payment of bursary; electronic testing
- Five not upheld – against member of staff; against another student; funding eligibility; unit results; course withdrawal
- One was resolved – unit required subsequently provided



Student Satisfaction Survey

Banff and Buchan College's Quality team carry out a satisfaction survey annually where each student is invited to submit his/her views of specific aspects of College provision. For the first time this year's survey has been carried out online with approximately 560 respondents across all sectors.

Question	Number Responding	Very Good	Good	Satisfactory	Unsatisfactory
In my experience, Health and Safety Procedures are	559	47%	45%	7%	1%
The information I was given about Health and Safety arrangements was	557	42%	46%	11%	1%
How would you rate your feeling of personal safety whilst in the College?	558	41%	49%	9%	1%
How would you rate the signage for easy access around the College?	559	32%	53%	13%	2%
How would you rate the College and its arrangements for disabled people?	561	28%	55%	15%	2%
How would you rate the suitability of rooms used for teaching?	558	14%	43%	30%	13%
How would you rate the teaching facilities and equipment?	558	23%	49%	22%	6%
How would you rate toilet and washroom facilities?	559	11%	34%	35%	20%
How would you rate Library facilities?	557	29%	56%	13%	2%
In the Refectory please rate variety/quality of food for sale	560	20%	47%	24%	9%
Please rate the length of time spent queuing	553	6%	36%	40%	18%
Please rate the level of customer service	558	23%	56%	19%	3%
Please rate value for money	561	12%	41%	32%	15%
During my course, and in terms of equality of opportunity, the way that I was treated as an individual was	559	36%	51%	10%	3%
Teaching materials (eg handouts) were	561	32%	51%	14%	2%
Regular discussions with College staff on my progress during the course were	558	34%	47%	15%	4%
The way the course was organised and met my overall needs was	561	28%	47%	19%	6%
How effective did you find the teaching?	558	33%	51%	13%	3%
The variety of learning and teaching methods was	557	29%	55%	14%	2%
The way in which I was encouraged to develop good learning and study skills was	556	30%	54%	15%	1%
The way in which I was encouraged to develop my personal and employability skills was	561	30%	53%	15%	2%
The way that I was prepared for assessments was	560	33%	50%	15%	2%



Board of Management

Alan Findlay, Chairman

Alan, an Orcadian, retired early after working for 30 years in local government. He qualified initially as a teacher of physical education before attaining a Certificate in Community Education. He has worked in both Primary and Secondary schools, a Further Education College and various local government Community Education services. After retiring he was elected on to Aberdeenshire Council and chaired its Education and Recreation Committee. He was also a member of the McCrone Implementation Group on teachers' pay and conditions.

Ian Barbour (Lecturing Staff Representative)

Ian has been employed by Banff & Buchan College since March 1982 initially as a Lecturer and currently as a Curriculum Leader in Electrical & Electronic Engineering. Before joining the College Ian worked as a fully qualified Electrical Engineer having a wide range of experience in domestic, commercial, industrial, marine and oil & gas related installation and maintenance work. Ian is also a qualified coach and in his spare time is involved in coaching children to play football and golf. He also enjoys playing golf, football and keeping fit.

David Cook (Management Representative)

David joined the College as a Lecturer in 1992 and is currently the Sector Manager for Technology. His initial career as an Engineer began with British Steel in Scunthorpe working with hydraulic systems. Following a spell of teaching in secondary schools, both rural and inner city comprehensives, David worked in the oil industry with Santa Fe.

John Cousins (Depute Chairman)

John became a Board Member in August 2005. He is an Electrical Engineer and holds a post-graduate diploma in Accounting and Finance. His career spanned 37 years in the electricity supply industry working in coal, oil, gas and nuclear power plants, and was a power station manager for 11 years. He left the industry in 1999 and incorporated Interim Energy Management Limited, providing advice and information to a wide range of clients in UK and the USA. He is a regular contributor to several energy industry magazines and tutors on industry training courses. John lives in Peterhead and is married to Sandra. They have four grown up children and five grandchildren.

Marc Ellington

Marc, Deputy Lord Lieutenant for Aberdeenshire, joined the Board recently. Originally a folk singer he produced a number of albums during the nineteen sixties and seventies, appearing with bands such as Fairport Convention. Since then, he has spent much of his time restoring the ancient Towie Barclay Castle near Auchterless. An 11th century stronghold of the Barclays of banking fame, the Castle now boasts one of the most complete barrel vaulted ceilings in the world. As a passionate lover of heritage Marc has served on a number of national and international conservation bodies and the heritage Lottery Fund. His consultancy, Soundcraft, has also undertaken the development of several national tourism strategies. He is currently involved in delivering a vision for a Traditional Skills Training Centre at Fyvie Castle. In his spare time Marc likes to sail in his traditional gaff rigged yacht "Da Toile".



Jennifer Fowlie

Jennifer was Educated at Peterhead Academy and commenced her Banking studies at Banff and Buchan College. She went on to graduate as a Chartered Banker with the Institute of Bankers in Scotland. She has worked for Clydesdale Bank in Business and Retail Banking for over 30 years. Jennifer has worked in a number of branches in Aberdeenshire and is currently Manager at Peterhead and Mintlaw. In her spare time Jennifer is a volunteer Adult Literacy tutor and also enjoys walking, cooking and is an avid MotoGP fan.

Caroline Inglis

Caroline was born and brought up in Dundee where she undertook her secondary education at Harris Academy. She graduated MA Hons in Linguistics from the University of Edinburgh and began her career in the 1980s as a 'Monbusho Fellow', taking part in the Japanese government's initial pilot programme to introduce English as a spoken language into Japanese High schools. On her return to the UK she entered a Royal Mail management training programme and covered a broad range of operational roles within the Regional Staffing Office, ultimately specialising as Industrial Relations Manager. During this time Caroline undertook professional postgraduate studies and obtained her Diploma in Personnel Management. Caroline joined Aberdeen University in 1990 and was appointed Director of Human Resources in 1999. In 2004 Caroline undertook a period of secondment to the Scottish Funding Council to assist in the implementation and development of Human Resources within the Council's Strategic Planning Framework.

Susan Lawrance (Support Staff Representative)

Susan left school in 1980 and completed a SCOTVEC secretarial course at Aberdeen College of Commerce. Following this, she worked for a number of oil companies in Aberdeen. Susan continued to update her qualifications through open learning and part time studies at Banff and Buchan College. In 2002 Susan completed an HNC in Administration and Information Management. As a mother with two children, Susan now juggles her time between home life and work. In her spare time she enjoys golf, skiing and holidays with her family.

Lynne Macfarlan

Lynne was educated at Larbert High school and later graduated MA Hons from Edinburgh University. She qualified as a Chartered Accountant with Arthur Young in Edinburgh. She relocated to the North East in 1989 working for Coopers & Lybrand and then the University of Aberdeen in both the External Funding and Finance departments. In 1996 Lynne joined Score (Europe) Limited part of Score Group plc worldwide group of engineering companies where she is currently Financial Director of the European companies. Hobbies such as tennis, gardening and reading are indulged in whenever possible.

Ian Moir

Dr Ian Moir has, for a long period been involved in local economic development. Initially, he worked in the glass industry but then became Chief Executive of Fraserburgh Limited. On the creation of the successor body, Enterprise North-East, Ian became Chief Executive and, in this role, played a key part in the success of the local economy developing considerable expertise in supporting the food processing industry to access European Grant Aid. More recently, Ian has set up his own consultancy, Business Development Advice based in Ellon, and has expanded the service to Grimsby. A new international office is scheduled to be opened shortly.



Michael Park

Mike was born in Stonehaven where he still lives with his wife Janet. He was a fisherman for 28 years, 24 of which were spent as skipper and owner of his own vessels and company. Mike is presently employed by the Scottish White Fish Producer Association as their Executive Chairman but holds many other sector related positions including, amongst others, a seat on the board of Sea Fish (SFIA) and Chair of Box Pool Solutions Ltd. Mike has three grown up children and one grandchild and is currently studying European Affairs through the Open University.

Paul Sherrington

Paul is originally from the north east of England. After graduating from the University of East Anglia, he began teaching science in a secondary school before moving to Peterlee College, initially as a lecturer and finally as Faculty Director for Maths, Science and Engineering. After a period as Acting Depute Principal at Peterlee College, Paul moved to Banff and Buchan College as Head of Department of General Studies and then Depute Principal. He became Principal of the College in April 2010. Paul has a number of hobbies, including sailing, gardening, and reading. He is also a keen supporter of football and cricket

John Smith

John was born in Peterhead and now lives in Ellon with his wife Debra and son Kyle. He has been employed by Shell since 1983 taking up positions both onshore and offshore. His electrical background has been superseded into supervisory positions such as offshore installation manager. His current position is that of Production Co-ordinator based at Shell's Gas Plant in St Fergus. He recently graduated with a post graduate MBA degree from Strathclyde University. He enjoys winter sports such as ski-ing.

Wilf Weir

Wilf is Head of Education, Learning and Leisure (North), Garioch and Formartine and a member of the Directorate Management Team of Aberdeenshire Council Education, Learning & Leisure Service. Prior to this he managed schools in central Aberdeenshire and earlier in his career taught English in Aberdeen City and Aberdeenshire schools. He is a member of the Association of Directors of Education in Scotland.

